

LD 3947

.6

1920

Copy 2

The State University and the New South

The University of North Carolina





THE STATE UNIVERSITY AND THE NEW SOUTH

THE UNIVERSITY OF NORTH CAROLINA

North Carolina University

THE STATE UNIVERSITY
AND THE NEW SOUTH

BEING THE PROCEEDINGS OF THE
INAUGURATION OF HARRY WOOD-
BURN CHASE AS PRESIDENT OF
THE UNIVERSITY OF NORTH CARO-
LINA

❖ ❖ ❖ ❖ ❖ ❖ ❖

CHAPEL HILL, N. C.
APRIL 28, 1920

LII 3947
5
1920
copy 2

No. of P.
OCT 26 1920

1168 1/61 29-20

INAUGURAL PROGRAMME

INAUGURAL EXERCISES IN MEMORIAL HALL

at one-thirty o'clock

GOVERNOR THOMAS WALTER BICKETT, presiding

MUSIC

Coronation March (The Prophet)—Myerbeer
THE UNIVERSITY ORCHESTRA

INVOCATION

JOSEPH BLOUNT CHESHIRE
Bishop of the Diocese of North Carolina

THE HIGHER EDUCATION AND ITS PRESENT TASK

ABBOTT LAWRENCE LOWELL
President of Harvard University

JOHN GRIER HIBBEN
President of Princeton University

CHARLES RIBORG MANN
*Chairman of the Advisory Board of the War Plans
Division of the General Staff*

MUSIC

Omnipotence—Schubert
THE UNIVERSITY ORCHESTRA

PRESENTATION OF THE PRESIDENT

FRANCIS PRESTON VENABLE
Venable Professor of Chemistry

ADMINISTRATION OF THE OATH OF OFFICE

WALTER CLARK

Chief Justice of the Supreme Court of North Carolina

INDUCTION INTO OFFICE

THOMAS WALTER BICKETT

Governor of North Carolina

INAUGURAL ADDRESS

HARRY WOODBURN CHASE

President of the University of North Carolina

THE UNIVERSITY HYMN

THE UNIVERSITY GLEE CLUB AND THE UNIVERSITY ORCHESTRA

(The audience is requested to rise and join in the singing)

GREETINGS

STATE UNIVERSITIES

EDWIN ANDERSON ALDERMAN

President of the University of Virginia

THE COLLEGES OF THE STATE

WILLIAM LOUIS POTEAT

President of Wake Forest College

THE PUBLIC SCHOOLS

EUGENE CLYDE BROOKS

Superintendent of Public Instruction

THE ALUMNI

WILLIAM NASH EVERETT

Of the Class of 1886

THE STUDENT BODY

EDWIN EMERSON WHITE

Of the Class of 1920

THE FACULTY

ARCHIBALD HENDERSON

Professor of Pure Mathematics

BENEDICTION

BISHOP JOSEPH BLOUNT CHESHIRE

MUSIC

March—Chambers

THE UNIVERSITY ORCHESTRA

(The audience is requested to stand while the Academic Procession is passing out)

DINNER AT SWAIN HALL

at 6:30 P.M.

RECEPTION IN BYNUM GYMNASIUM

at 9:30 P.M.

ORDER OF ACADEMIC PROCESSION

PROFESSOR ANDREW H. PATTERSON

Grand Marshal

FIRST DIVISION

STUDENT BODY WITH EXCEPTION OF GRADUATES AND
SENIORS

To assemble at the Law Building at a quarter before one o'clock

BEEMER CLIFFORD HARRELL

Marshal

PROFESSIONAL SCHOOLS

SENIOR LAW CLASS

FREDERICK O. BOWMAN, President

JUNIOR LAW CLASS

ERNEST McARTHUR CURRIE, President

SECOND YEAR MEDICAL CLASS

GRAHAM RAMSAY, A. B., President

FIRST YEAR MEDICAL CLASS

SELLERS M. CRISP, JR., President

PHARMACY CLASS

JOHN CREIGHTON MILLS, President

THE COLLEGE

JUNIOR CLASS

JOHN H. KERR, President

SOPHOMORE CLASS

JOSEPH ALTIRA McLEAN, President

FRESHMAN CLASS

ALLEN H. McGEHEE, President

SECOND DIVISION

ALUMNI OF THE UNIVERSITY OF NORTH CAROLINA

To assemble at the University Inn at a quarter before
one o'clock

COL. ALBERT L. COX
Marshal

THIRD DIVISION

FACULTIES OF NORTH CAROLINA COLLEGES EXCEPT
DELEGATES, COUNTY AND CITY SUPERINTENDENTS
OF NORTH CAROLINA SCHOOLS, AND TEACHERS
IN PUBLIC AND PRIVATE SCHOOLS

To assemble in the Geological Laboratory in the New East
Building at a quarter before one o'clock

PROFESSOR NATHAN WILSON WALKER, B. A.
Marshal

FOURTH DIVISION

COUNCIL OF STATE; STATE OFFICERS; COMMITTEES AND
MEMBERS OF THE GENERAL ASSEMBLY

To assemble in the lecture room in Chemistry Hall at a
quarter before one o'clock

LOUIS ROUND WILSON, Ph. D.
Marshal

FIFTH DIVISION

TRUSTEES OF THE UNIVERSITY

To assemble in the office of the Business Manager of the
University at a quarter before one o'clock

PROFESSOR JAMES MUNSIE BELL, Ph. D.
Marshal

SIXTH DIVISION

MEMBERS OF THE GRADUATE SCHOOL AND SENIOR CLASS
OF THE COLLEGE

To assemble in the Old East Building at a quarter before
one o'clock

JOHN PIPKIN WASHBURN

Marshal

SEVENTH DIVISION

JUSTICES OF THE SUPREME COURT OF NORTH CAROLINA

To assemble in the Treasurer's office in the Alumni Hall at a
quarter before one o'clock

PROFESSOR PATRICK HENRY WINSTON

Marshal

WALTER CLARK, LL. D., Chief Justice

PLATT D. WALKER, LL. D., Associate Justice

GEORGE H. BROWN, LL. D., Associate Justice

WILLIAM A. HOKE, LL. D., Associate Justice

WILLIAM R. ALLEN, LL. D., Associate Justice

EIGHTH DIVISION

DELEGATES OF LEARNED AND PROFESSIONAL SOCIETIES
AND ASSOCIATIONS IN THE ORDER OF SENIORITY
OF THEIR ORGANIZATION

To assemble in the lecture room No. 2, in Alumni Hall, at a
quarter before one o'clock

PROFESSOR PARKER HAYWARD DAGGETT, S. B.
Marshal

Boston Society of Natural History

PROFESSOR COLLIER COBB, Sc. D.

American Oriental Society

American Society of Civil Engineers

BRENT SKINNER DRANE, S. M.

American Institute of Mining and Metallurgical Engineers

PROFESSOR JOSEPH HYDE PRATT, Ph. D.

American Association for the Advancement of Science

PROFESSOR FRANCIS PRESTON VENABLE, Ph. D.,
Sc. D., LL. D.

American Library Association

LOUIS ROUND WILSON, Ph. D.

American Chemical Society

CHARLES HOLMES HERTY, Ph. D.

North Carolina Teachers' Assembly

SUPERINTENDENT S. B. UNDERWOOD

Archaeological Institute of America

PROFESSOR A. MITCHELL CARROLL, Ph. D.

American Society of Naturalists

PROFESSOR HENRY V. WILSON, Ph. D.

American Institute of Electrical Engineers
PROFESSOR WILLIAM HAND BROWNE, A. B.

American Historical Association
PROFESSOR WILLIAM K. BOYD, Ph. D.

American Folklore Society
PROFESSOR FRANK CLYDE BROWN, Ph. D.

National Geographic Society
PROFESSOR COLLIER COBB, Sc. D.

Geological Society of America
PROFESSOR L. C. GLENN, Ph. D.

Confederate Memorial Literary Society
MRS. E. E. MOFFITT

American Psychological Association
DR. J. F. DASHIELL

General Education Board
EDWIN ANDERSON ALDERMAN, D. C. L., LL. D.

American Philosophical Association
PROFESSOR E. B. BROOKS

Southern Medical Association
DR. GEORGE W. COOPER

American Country Life Association
PROFESSOR E. C. BRANSON

American Sociological Society
PROFESSOR E. C. BRANSON

North Carolina Academy of Science
R. W. LEIBY, S. M.

American Council on Education
SAMUEL PAUL CAPEN, Ph. D., *Director*

NINTH DIVISION

DELEGATES OF UNIVERSITIES AND COLLEGES IN THE
ORDER OF SENIORITY OF THEIR ORGANIZATION

To assemble in No. 10 Alumni Hall at a quarter before
one o'clock

PROFESSOR CHARLES LEE RAPER, Ph. D.

Marshal

Cambridge University

PROFESSOR FRANK MORLEY, Sc. D.

Harvard University

PRESIDENT ABBOTT LAWRENCE LOWELL, LL. D.

St. John's College

PRESIDENT THOMAS FELL, Ph. D., D. C. L., LL. D.

Yale University

PROFESSOR WILBUR C. ABBOTT, B. Litt., A. M.

Princeton University

PRESIDENT JOHN GRIER HIBBEN, Ph. D., LL. D.,
L. H. D.

Columbia University, Barnard College, Teachers' College

DEAN GEORGE B. PEGRAM, Ph. D.

Washington and Lee University

PRESIDENT HENRY LOUIS SMITH, LL. D.

Dartmouth College

HON. GEO. H. MOSES, Senator from New Hampshire.

Brown University

WILLIAM VAIL KELLEN, Ph. D., LL. D.

Salem Academy and College

PRESIDENT HOWARD E. RONDTHALER, A. M., D. D.

University of Maryland, School of Medicine and College of
Physicians and Surgeons
DR. ALEXIUS McGLANNAN

Union College
REV. EPIRAIM C. MURRAY, D. D.

University of Pittsburgh
CHANCELLOR SAMUEL BLACK McCORMICK, LL.D.

University of South Carolina
PRESIDENT WILLIAM SPENSER CURRELL, LL.D.

University of Virginia
PRESIDENT EDWIN ANDERSON ALDERMAN, D.C.L.,
LL.D.

Amherst College
REV. AARON BURTIS HUNTER, D. D., Alumnus

George Washington University
DR. ERIC A. ABERNETHY, Alumnus

Washington and Jefferson College
DR. DAVID J. WOOD, Alumnus

Trinity College (Conn.)
RT. REV. JOSEPH B. CHESHIRE, A. M., D. D.,
Alumnus

University of Rochester
PROFESSOR JAMES HOLLY HANFORD, Ph. D., Alumnus

Oxford College (N. C.)
PRESIDENT F. B. HOBGOOD, A. M., D. D.

Western Reserve University
JOHN R. RUGGLES, A. B., Alumnus

McCormick Theological Seminary
REV. T. H. McCONNELL, D. D., Alumnus

Randolph-Macon College
PRESIDENT ROBERT EMORY BLACKWELL, LL.D.

Wesleyan University

PROFESSOR ARTHUR M. GATES, Alumnus

New York University

PROFESSOR HERMAN HARRELL HORNE, Ph. D.

University of Alabama

PRESIDENT GEORGE H. DENNY, LL. D.

Lafayette College

PRESIDENT JOHN H. MACCRACKEN, LL. D.

Oberlin College

DR. JOSEPH L. DANIELS, Alumnus

University of Toronto

DR. GEORGE HERBERT LOCKE, Alumnus

Medical College of Virginia

PRESIDENT STUART MCGUIRE, M. D.

Union Theological Seminary

REV. ISAAC M. PITTINGER, D. D., Alumnus

Guilford College

PRESIDENT RAYMOND BINFORD, Ph. D.

Mount Holyoke College

PROFESSOR MARY VANCE YOUNG, Ph. D.

Davidson College

PRESIDENT WM. J. MARTIN, LL. D.

Swarthmore College

J. WILMER PANCOAST, B. S., Alumnus

Erskine College

PRESIDENT JAMES STRONG MOFFATT, D. D.

Hollins College

PRESIDENT MATTY L. COCKE

Haverford College

MR. W. A. BLAIR, Alumnus

Greensboro College for Women

PRESIDENT SAMUEL BRYANT TURRENTINE, D. D.

Saint Mary's School

REV. WARREN W. WAY, Rector

University of Notre Dame

REV. JOHN WILLIAM CAVANAUGH, D. D.

State University of Iowa

MAJOR PERCY E. VAN NOSTRAND, U. S. A.

Grinnell College

PRESIDENT JOHN HANSON THOMAS MAIN, LL. D.

Trinity College (N. C.)

DEAN WILLIAM H. WANNAMAKER, Ph. D.

Wofford College

PRESIDENT HENRY NELSON SNYDER, LL. D.

Peace Institute

PRESIDENT MARY OWEN GRAHAM

Catawba College

PRESIDENT A. D. WOLFINGER, D. D.

The Pennsylvania State College

DAVID E. ROBERTS, A. B., Alumnus

Vassar College

MRS. CHARLES BAKER, Alumna

Massachusetts Institute of Technology

PROFESSOR THOMAS FELIX HICKERSON, A. M., S. B.
(U. N. C.), Alumnus

Cornell University

PROFESSOR WILLIAM HENRY GLASSON, Ph. D. (Trinity College, N. C.), Alumnus

Michigan Agricultural College

DR. WM. A. TAYLOR, U. S. Department of Agriculture

University of Maine

C. N. RACKLIFFE, A. B., Alumnus

Lehigh University

WALLACE CARL RIDDICK, LL. D. (President N. C. College of Agriculture and Engineering), Alumnus

University of Wyoming

DR. IRENE W. MORSE

University of California

PROFESSOR DAVID T. MASON

Purdue University

PROFESSOR GORRELL SHUMAKER (N. C. College of Agriculture and Engineering), Alumnus

University of Cincinnati

PRESIDENT CHARLES WILLIAM DABNEY, LL. D.

Stevens Institute of Technology

J. L. COKER, B. S., Alumnus

Smith College

PROFESSOR JOHN SPENCER BASSETT, Ph. D.

Vanderbilt University

PROFESSOR EDWIN MIMS, Ph. D.

Wellesley College

MRS. ALVIN SAWYER WHEELER, A. B., Alumna

Johns Hopkins University

DEAN JOHN HOLLADAY LATANE, Ph. D.

University of Colorado

LAWRENCE EARL HINKLE, A. M. (Professor, N. C. College of Agriculture and Engineering), Alumnus

State Normal School for Women (Farmville, Va.)

PROFESSOR JAMES M. GRAINGER, A. M.

University of North Dakota

PROFESSOR FREDERICK HENRY KOCH, A. M. (Professor, U. N. C.)

Radcliffe College

PROFESSOR MARY SHANNON SMITH

Georgia School of Technology

PRESIDENT KENNETH GORDON MATHESON, LL. D.

Winthrop Normal and Industrial College

PRESIDENT D. B. JOHNSON, LL. D.

North Carolina State College of Agriculture and Engineering

PROFESSOR WILLIAM ALPHONSO WITHERS, Sc. D.

North Carolina College for Women

PRESIDENT JULIUS ISAAC FOUST, LL. D.

Leland Stanford University

PROFESSOR ERNEST E. BAUCOMB (Professor, N. C. State College for Women), Alumnus

Meredith College

PRESIDENT CHARLES E. BREWER, Ph. D.

Randolph-Macon Woman's College

PRESIDENT D. R. ANDERSON

University of Arizona

PRESIDENT RUFUS BERNHARD VON KLEINSMID, Sc. D.

Lenoir College

PRESIDENT J. C. PEERY

Elon College

PROFESSOR J. U. NEWMAN, D. D.

Carnegie Institute of Technology

PRESIDENT ARTHUR ARTON HAMERSCHLAG, LL. D.

Converse College

PRESIDENT ROBERT PAYNE PELL, Litt. D.

East Carolina Teachers Training School

PRESIDENT ROBERT HERRING WRIGHT, B. S.

Sweet Briar College

PRESIDENT EMILIE WATTS McVEA, Litt. D.

George Peabody College for Teachers

PRESIDENT BRUCE RYBURN PAYNE, Ph. D.

Clark University and Clark College

PROFESSOR IVAN E. McDouGLE (Sweet Briar College)

Rice Institute

PRESIDENT EDGAR ODELL LOVETT, LL. D.

Coker College

PRESIDENT ENOCH WALTER SIKES, Ph. D.

TENTH DIVISION

FACULTY OF THE UNIVERSITY OF NORTH CAROLINA

To assemble in the Dean's office in Alumni Hall at a quarter before one o'clock

DEAN GEORGE HOWE, Ph. D.

Marshal

ELEVENTH DIVISION

To assemble in the President's Room in Alumni Hall at a quarter before one o'clock

PROFESSOR J. G. DE ROULHAC HAMILTON, Ph. D.

Marshal

GEORGE TAYLOE WINSTON, A. M., LL. D.

President of the University of North Carolina, 1891-1896

EDWIN ANDERSON ALDERMAN, D.C.L., LL.D.

President of the University of Virginia

President of the University of North Carolina, 1896-1900

FRANCIS PRESTON VENABLE, Ph.D., Sc.D., LL.D.

President of the University of North Carolina, 1900-1914

HARRY WOODBURN CHASE, Ph.D.

President of the University of North Carolina

THOMAS WALTER BICKETT, LL.D.

Governor of North Carolina

JOSEPHUS DANIELS, LL.D.

Secretary of the Navy

ABBOTT LAWRENCE LOWELL, LL.D.

President of Harvard University

JOHN GRIER HIBBEN, LL.D.

President of Princeton University

CHARLES RIBORG MANN, Ph.D., Sc.D.

*Chairman of the Advisory Board of the War Plans Division
of the General Staff*

WALTER CLARK, LL.D.

Chief Justice of the Supreme Court of North Carolina

RT. REV. JOSEPH BLOUNT CHESHIRE, A.M., D.D.

Bishop of the Diocese of North Carolina

WILLIAM LOUIS POTEAT, LL.D.

President of Wake Forest College

EUGENE CLYDE BROOKS, LL.D.

Superintendent of Public Instruction

FRANCIS D. WINSTON

Chairman of the Trustees' Inauguration Committee

WILLIAM NASH EVERETT
Of the Class of 1886

EDWIN EMERSON WHITE
Of the Class of 1920

ARCHIBALD HENDERSON, Ph. D., D. C. L.
Professor of Pure Mathematics

INAUGURATION COMMITTEE

ARCHIBALD HENDERSON

Chairman of the Faculty Committee

FACULTY

ANDREW H. PATTERSON

J. G. DE ROULHAC HAMILTON

GEORGE HOWE

LOUIS R. WILSON

PARKER H. DAGGETT

CHARLES T. WOOLLEN

JAMES B. BULLITT

WALTER D. TOY

ALVIN S. WHEELER

Secretary

FRANCIS D. WINSTON

Chairman of the Trustees' Committee

TRUSTEES

A. H. ELLER

JULIAN S. CARR

CHARLES LEE SMITH

W. P. BYNUM

*THE STATE UNIVERSITY AND
THE NEW SOUTH*

INTRODUCTORY

GOVERNOR THOMAS WALTER BICKETT

When the achievements of the Twentieth Century shall be viewed in the dry light of history, I hazard the opinion that it will be recorded that the most wholesome contribution this Century made to the progress of civilization was not wireless telegraphy nor flying machines nor submarines, but was universal acknowledgement by enlightened peoples that a man's life should be measured by its relation to the common good. The significance and potency of this contribution will be seen to rest on the fact that the acknowledgement was not merely verbal, but was made in terms of service and self denial.

It is now elementary to say that Christianity is not a creed, but a life. Faith itself is submitted to the acid test of facts. Likewise governments are no longer classified according to forms through which they express themselves, but rather according to the measure of opportunity to grow that the government guarantees to the average man and according to the humane provisions made for those who through no fault of their own are unable to care for themselves.

This ideal of civic righteousness finds robust support in this venerable seat of learning. The founders of this University and all those who have followed in

their footsteps conceived that the mission of this University is to accurately interpret and courageously advance the noblest aspirations of our people.

Ours is distinctly a Christian civilization. Our people are anchored to a rock-ribbed faith in the Ten Commandments and the Sermon on the Mount. Therefore it is seemly that the Inauguration of the Tenth President of this University should be opened by invoking Divine guidance and blessings. The Rt. Reverend Joseph Blount Cheshire, Bishop of North Carolina, will lead us in prayer.

INVOCATION

BISHOP JOSEPH BLOUNT CHESHIRE, OF THE DIOCESE OF
NORTH CAROLINA

O God, our Preserver, our Father, the Fountain of all Wisdom, the Source of Truth and Light; be with us as we here gather in Thy presence, and prosper Thou the work of our hands, and the aspiration of our hearts, for the enlightenment, the development, the Christian nurture, of our Country, and especially of the youth of our land.

Thou hast been with us in the past. Our fathers have told us of Thy noble works in their time of old; and our eyes have seen Thy presence, and our hearts recognize with gratitude Thy continued goodness, in the peace and plenty, the prosperity and power, with which Thou dost now bless our State and Nation.

May we have grace and wisdom to use these Thy gifts for the true welfare of Thy people, for the

cause of Truth, Righteousness, and Humanity, not only within our own borders, but for all the family of Thy children to the ends of the earth. And may we ever bear in mind the lessons of the past, in Thy judgments executed upon those who misuse Thy gifts of prosperity and power.

We implore Thy continued blessing upon our whole country; upon our President, and all our Federal authorities; upon our Governor, our Judges, our Law-makers; and upon all who in their several stations serve Thee by faithfully serving Thy people.

We invoke Thy Spirit of Light and Truth upon this our State University, upon all its officers, teachers and students. Give the Spirit of Wisdom to all those who are here clothed with the authority of government; and grant a ready will and a docile heart to all who here prepare for the duties of life.

Especially, we implore Thy grace and guidance for him who is now called to the service of leadership and administration in this great institution; that he may guard its interests, extend its influence, and make its light to shine into all our dark places, for the cleansing of our land from ignorance, prejudice and error. Give him a deep sense of the duty and responsibility laid upon him, that with an humble and valiant spirit he may gird up his loins for his task. And do Thou, from Whom cometh every good and perfect gift, illumine his mind, strengthen his heart, and sanctify his will; that he may faithfully bear his part in the accomplishment of Thy great purposes for the good of the world and for the welfare of our State and people.

We ask all in the Name of our Lord and Saviour Jesus Christ, Who has taught us, when we pray, to say:

Our Father, Who art in Heaven, hallowed be Thy Name; Thy Kingdom come, Thy Will be done, on earth as it is in Heaven. Give us this day our daily bread. Forgive us our trespasses as we forgive those who trespass against us. Lead us not into temptation but deliver us from evil. For Thine is the Kingdom, the Power and the Glory. Amen.

THE HIGHER EDUCATION AND ITS PRESENT TASK

FORMALISM IN EDUCATION

PRESIDENT ABBOTT LAWRENCE LOWELL, OF HARVARD
UNIVERSITY

Production on a large scale requires mechanical contrivances, labor-saving devices, that will turn out many articles of a kind; and therefore, as a people devoted to large scale production, we like such contrivances and tend to do things by mechanical processes. Now popular education is certainly conducted on an enormous scale, and yet mechanical methods have disadvantages when applied to teaching. Instead of treating a raw material of uniform quality, we are dealing in education with units of endless variety; for children are not alike, and the object should not be to reduce them to uniformity, but to bring to perfection their natural, varying qualities.

Education in all grades a century ago followed fixed curricula, but with the increase in the number of

subjects brought within the scope of systematic study, and in the careers for which they prepare, a uniform course of teaching has become impossible in any period above the elementary schools. The growing diversity of subjects would have involved no small difficulty in the mechanism had it not been solved by the system of credits for courses. Each course was treated as an equal independent unit and the completion of the work in the school or college was measured by the attainment of a fixed number of credits. This system adapts itself readily to any complication of subjects, but has given to our schooling a highly mechanical character. The result is a strange opportunity for obtaining a diploma without an education.

To confer, as we do, the diploma in school or college, solely for an accumulation of credits for courses, inevitably means disregard of the correlation of the knowledge acquired and neglect of the result of the whole education on the mind of the pupil. He need not have pursued any subject long enough to learn it, but may have made up the required number of credits out of heterogeneous fragments; his store of knowledge may resemble an intellectual junk shop—largely perishable at that. In the cards actually sent in by applicants for admission to college, the elements that go to make up the high school course include, in addition to commercial courses, credits for such subjects as the following: spelling, public-speaking, debating, glee club, orchestra, band, declamation, elocution, expression, dramatic art, physical training, gymnastics and football. Good in themselves, they are but by-products or extra curriculum activities rather than a proper integral part of a sound secondary

education. In one case that I saw, the high school record consisted, besides four years of English, of a couple of years Spanish; some algebra; a little plane geometry; one year each of American history, general science, chemistry, commercial arithmetic and book-keeping; a year and a half manual training; glee club running through three years; and one year of "quartette." That is, of course, an extreme case, but the same defect occurs in a lesser degree in many school records. In the colleges some sort of order exists, no doubt, at the present time—less, so far as I can gather, in the public schools.

In the professional schools, such as those of law, medicine and engineering, the case is different; there we find either a fixed curriculum, or a set of courses forming a part of a recognized body of professional knowledge. The student is working on an intelligible plan. The instruction forms a more or less consistent whole; but in schools and colleges the downfall of the old curriculum has often been succeeded by chaos.

Another evil flowing from the system of credits which all count alike is the failure to encourage excellence, by allowing mediocrity to count as much as excellence. In the great English universities a pass degree is of little value, while a high position in an honor class opens the gateway to a career. A foreign born citizen told me the other day that the first generation of emigrants of his race were eager to carry their education as far as they could; but that the second generation lack this ambition and find their chief interest in athletic prowess and non-academic pursuits. If this is generally true, it is a very serious

matter; and the reason for it is plainly the lack of stimulus to excellence in our schools and colleges—a lack of which, I submit, is due to the mechanical nature of our system. An educational policy that fails to stimulate the able pupil to strive for superiority, has failed in its most important function, is doomed to impotence, and is unworthy of a great nation.

Mechanical processes in education have, indeed, drawbacks of many kinds. Our system of credits makes the course an end, instead of the means to an end; leads the student to aim at passing a course instead of acquiring knowledge, and the instructing staff to fix their attention upon carrying through a process instead of attaining a result. Passing a course is a very different thing from learning a subject, and measuring knowledge in terms of the courses traversed a very different thing from measuring difference between estimating the amount of gasoline in a tank by computing the number of gallons poured into it when there are holes in the tank, and measuring the actual amount of gasoline there. Students who know that their progress depends upon the courses passed are apt to look on getting through with it as the object of a course. They are like Cooke's tourists in the picture galleries of Europe, checking off in their guide-books the pictures they have hastily seen and straightway forgotten. Everyone knows how rapidly the knowledge acquired in a single course upon a subject fades away if there is no motive for keeping it fresh. A well educated Englishman is said to be one who has forgotten Greek; and perhaps Americans ought to be regarded as particularly well educated, because of the number of things they have

barely touched upon in their school days and then forgotten.

One of the worst offenders in the short-sighted regard for processes without considering results is to be found in medicine; and the offense is part of a highly laudable effort to improve pre-medical education. Admission to a medical school is usually open only to persons who have taken in college certain courses in chemistry, physics and biology; and the Report on Education Preliminary to the Study of Medicine made to the American Medical Association in 1918 prescribes the courses to be so required, with the number of hours for each. The intention is excellent, but the means adopted are somewhat unfortunate. A man who has learned these subjects in any other way than by a college course is not admissible, and this may happen; while on the other hand a course in chemistry, for example, taken in the Freshman year and almost forgotten before the end of the college course suffices, and that often happens. This is even more true of the pre-medical requirement of languages. In not more than one case out of four does a course in German bring the student to the point of reading the language for practical purposes; but the language can, and often is, acquired in other ways than by college courses; and, in fact, the student who can read German fluently has commonly learned to do so outside the college. Now in other ways than by college courses; and, in fact, French or German before admission to a medical school, and the test would be a real value; but the requiring of a course in the subject does not measure the ability to read, and is therefore of little value.

Sometimes the medical requirement verges on tyranny. This is the case in a state where the graduates of a medical school are refused a license to practice not only unless they, as individuals, have taken in college certain prescribed courses—such as chemistry, physics, biology, French or German—but unless the medical school from which they graduate makes that requirement of every one of its students, including those who do not intend to practice in that state at all. If such a requirement were strictly followed, a young man who had taken a course in German but could not read it would be admissible to the medical school; but one who had learned by residence abroad to read German fluently and had not taken a course in it in college would be excluded. Mark, I am not objecting to educational requirements before admission to a medical school, but to the mechanical form of the requirements. The supreme harm done by provisions of such a mechanical character is not to the individual student or to the institution, but lies in inculcating a false standard in the community and encouraging principles positively dangerous to American education. The system tends to check efforts for better methods and more sound standards. The object is good, but should be sought in a better way.

Mechanical methods of measurement are the easiest to apply. To award the high school diploma on completing credits for sixteen units and the college degree on accumulating credits for sixteen courses, to require for admission to a medical school that certain courses should have been taken in college, is a simple form of procedure, easy to apply and easy to explain;

whereas the actual knowledge stored away and the ability to use methods of thought are much more difficult to measure; and to people accustomed to our mechanical system of credits, the attempt to measure actual results may seem strange. If an actual measurement of proficiency is difficult, it is not impossible. We have already observed that the ability to use languages can be easily tested. With other subjects this is less simple; but it can be done. To accomplish it, the aid of outside examiners, additional to the instructor in the course, is important. This has also the advantage of measuring the value of the teacher's instruction as well as the amount of the student's knowledge.

Another fault of the mechanical spirit in our system of education is the superstitious veneration for degrees as such. This again is a good thing in itself, but it is often carried too far. We tend in America, particularly in small colleges, to appoint to teaching only men with a Ph.D. degree. That degree is good, but it is never the only available measure of intellectual attainment. Many of our most eminent scholars of the present day have never taken it, but are nevertheless both scholars and eminent; while the Ph.D. degree, though no doubt a proof of scholarship, does not necessarily import eminence. The late William James made merry over "the Ph.D. Octopus," and used to tell of a man who returned to Cambridge to complete his work in philosophy for that degree. On inquiry, it turned out that he wanted a position to teach English in a certain college and could not get it without the doctorate; but the intelligent officials of that college were not exacting as to his

subject, and as he was more nearly prepared for the examination in philosophy, he found that a ready means of dazzling the eyes of the college into allowing him to teach English. To appoint to the instructing staff only persons with a Ph.D. degree saves some trouble to the appointing power, and provides at least a minimum security. It looks well in the catalogue, and requires no apology. But as a fetish, it is like any other fetish,—more awe-inspiring when not too closely investigated.

There is another dangerous tendency in connection with our hierarchy of degrees. It is that of continuing the period of study too long. We are constantly setting up new and more advanced degrees. Let us take an extreme example. A youth ordinarily enters college today at something over 18. If he takes the full four years college course, he graduates at 22. If he goes into the medical school, he takes four years more, graduating there at 26. Then follows a year as interne in a hospital, and one university has recently established a graduate course for a still higher medical degree requiring at least three years more. This would not be attained until the age of thirty; or if the student sacrifices part of his general education by telescoping his college and medical courses, a couple of years earlier. At this age—not much under 28 at the best—he begins his career in life. Such a plan has two grave disadvantages. In the first place, the man is studying for a degree when he ought to be at work on his own account. It will be said that his occupation is to be medical research and that he is already doing it, since research is an essential part of the programme for his degree; but it is not

his sole work for that degree, and to be doing it for a degree is not the same thing as doing it on his own account. He is in a condition of tutelage, which is a very different thing from working after his education is complete. He has not the same sense of responsibility, he is not thrown upon his own resources, and hence does not acquire the same self-confidence.

The second disadvantage is akin to the first and still more serious. The man starts on his life's work too late, when the time of the most fervent imagination is passing away. It is like planting a crop late in the spring. Great ideas come early. Does anyone suppose that Charles Darwin would have done so well if he had been studying for a higher degree instead of making his voyage in the Beagle? The greater productiveness of scholars in Europe may be attributed in no small measure to the fact that they finish their study for degrees, and begin work on their own account, earlier than in this country. To receive a degree conferred in recognition of a distinguished piece of work, as is not infrequently the case in Europe, is far more stimulating than to receive it as a result of systematic study and examination. We need to send our capable youth along faster in school, and, in the case of scholars, to get them on their own feet earlier in independent productive work.

Moreover, such a practice of establishing new and higher degrees to be attained at an advanced age involves the danger that there will be hesitation in appointing to teaching positions men who have not attained those degrees; and thus the mechanical

process and the condition of tutelage will be prolonged for everyone.

The war has given a distinct stimulus to the efforts which have been going on for some years on the part of educational psychologists to devise tests that will measure general intelligence and special aptitudes with a view to classification and vocational selection. Crude and imperfect, as some of these tests undoubtedly are, their use is highly significant, because they are attempts to measure the individual as he stands instead of inquiring about the process he has been through. Hitherto they have been too much tests not of attainment but of natural ability. But the measurements in our ordinary educational system at the present day are based too much upon the opposite view. It is certainly not impossible to devise tests of proficiency that justly measure the actual progress of the student in the knowledge and command of his subject. If we measure by the process undergone, attention of both instructor and pupil is sure to be riveted upon mechanism; if we try to measure the result, their eyes are naturally directed towards the purpose of the whole educational endeavor. To this end we need to free ourselves from the system of credits in education, and to measure the child or youth by what he has come to be, instead of by the process he has been through. This ought to be less difficult for those institutions that have the less hardened traditions. Can we not look to the South, with its growing fresh interest in education, to help break out a new road?

IDEALISM IN EDUCATION

PRESIDENT JOHN GRIER HIBBEN, OF PRINCETON UNIVERSITY

It is a privilege which I most highly prize to convey to President Chase on the day of his inauguration as President of the University of North Carolina, the felicitations of Princeton University.

The relation of Princeton to the beginnings of education in North Carolina was a very intimate and significant one. Many of our graduates from Princeton University, then known as the College of New Jersey, came from the southern colonies and after their graduation returned to their homes with the ambition and purpose to establish in the South schools of higher education.

One of the first pioneers in this great intellectual enterprize was Hugh McAdam, graduate of Princeton of the class of 1753 who went to North Carolina as a missionary in 1755. Another graduate, Joseph Alexander, of the class of 1760, was influential in founding the classical school known as Queen's College, at Charlotte, which became a rallying point for literary societies and political clubs before the Revolution. The Mecklenburg resolutions were debated there. It was rechartered as Liberty Hall in 1777, the president was Isaac Alexander, class of 1772, and ten of the fourteen trustees were graduates of the College of New Jersey.

James Hall, class of 1744, of Princeton, opened a school known as Clio's Nursery. When Cornwallis was devastating South Carolina, Hall called his people together, formed a cavalry company and captained it himself. After the war he resumed teaching and made

his school an academy of science, the first scientific school in North Carolina. His text books were circulated in manuscript form. After his death his school became Davidson College.

A classical school was also established by McCorkle, class of 1772, known as Zion Parnassus, the first institution in North Carolina with a distinct normal department.

The first literary institution in the valley of the Mississippi was established by two Princeton men, Hezekiah Balch, class of 1766, and Samuel Doak, of 1775, the latter being president. He carried the library of the new institution on pack horses over the mountains to the Academy which later became Washington College, Tennessee.

The University of North Carolina whose hospitality we are enjoying today on this most interesting and delightful occasion was chartered in 1789, five Princeton men being amongst its original trustees. Charles W. Harris, class of 1792, was the first professor of mathematics, and Joseph Caldwell, class of 1791, was the first president. He built at the University the first astronomical observatory in the United States; he was followed by R. H. Chapman, class of 1789, as the second president of the University.

Nearly all of the men who were pioneers in education in North Carolina were graduates of Princeton under the administration of Dr. John Witherspoon, one of the signers of the Declaration of Independence, who imparted in those early days of our Princeton history among our whole undergraduate body the spirit of loyalty to the three great institutions of our nation, the Church, the State and the School.

With this historical background I certainly claim as representative of Princeton at the present day, the privilege of identifying myself completely with the spirit of this occasion and sharing both your pride in the past and your hope for the future.

I wish to express to the new president my felicitations upon his assuming the duties of his high office at the beginning of this new era in the world's history. It is a time for you, sir, of rare opportunity. The hope of the world lies in the new generation. To train these young men to discharge the duties and solve the problems of the new age is to you both a challenge and inspiration. With the rapidly increasing material prosperity of the great South, there is a growing need that these forces should be controlled and directed by those living ideas which will give intellectual vigor and moral impulse to the spirit of our times. Any education which has for its end merely intellectual efficiency can never redeem the world. The nation whose educational system reached the highest point of efficiency known to man, met defeat and humiliation through the uprising of all the nations of the world because that efficiency was essentially materialistic, selfish and arrogantly scornful of the ideals and rights of mankind. If education is to stand the test of the new conditions and new needs of the world it must preserve at the heart of all human ambition and endeavor the spirit of high idealism.

We have advanced far beyond the material achievements in the past age of the founders of this University. The machinery of our modern life, highly organized and perfected by the inventive genius of man, would seem to them should they return to us

in the flesh today, as miracles transcending their conceptions of human power, but their moral and spiritual energy, their character tested and tempered through years of endurance and sacrifice, their scorn of ease bought at too dear a price, their faith, their loyalty, their hope, in these we have not surpassed them in the struggle of life. They still hold for us the standards high, pointing to the goal ahead, and their spirits lead the way.

The ardent wish which I would bring you upon this occasion is that the University of North Carolina in the future as in the past may be the mother of men to serve in new ways and yet with the old spirit our country and the world; men who have here been taught to think, their minds moving not upon the surface of things but penetrating into the depths, men who possess a discriminating judgment between what is true, what is false or what is only half true, men who have convictions and are able to express them, to maintain them and to translate them into action, wise men to whom others will come for counsel, strong men upon whom the weak may lean for support, brave men who will give courage to the faint hearted in the time of emergency or peril.

Such is your high vocation, to give to your country and to the world a generation of wise scholars, public spirited citizens and loyal patriots who will be in their day what their fathers were before them, so that their children, too, in time to come will rise and call them blessed.

PROFESSIONAL TRAINING AND SERVICE

DR. CHARLES RIBORG MANN, CHAIRMAN OF THE ADVISORY
BOARD OF THE WAR PLANS DIVISION OF THE
GENERAL STAFF

The American people have a profound faith in education. Though they may not always comprehend school processes and are not always pleased with the product of the schools, they trust education implicitly. Especially since the war, education has been extolled as the great national specific for industrial unrest, for profiteering, for bolshevism, for illiteracy and for the total depravity of things in general. It is, therefore, fitting at the inauguration of a new administration in a great State University like this to study the situation and seek to define more clearly the ultimate objectives we are striving to attain.

Because of its reverence for the inscrutable processes of schooling, the public instinctively looks to universities for leadership in all matters of training. Therefore the university, whether it be formally recognized as the head of the school system or not, is in fact arbiter of the fashions of the lower schools. Since the graduate or professional school is now the cap and climax of the university, its influence exerted either consciously or subconsciously, is paramount in determining the ends, aims, policies and processes of the whole system. Legally constituted officials of public school systems usually deny this; and superficially and explicitly they are right. But searching analysis generally reveals the fact that universities still dominate subconsciously and implicitly, as they should.

The responsibility that thus rests on universities in general, and on graduate or professional schools in particular, because their intuitively accepted position of spiritual and intellectual leadership, is impressive. These institutions still appeal strongly to the national imagination and are still able to direct the constructive energies of the people one way or another by the force of their ideas. Hence it is peculiarly important in these days of confusion after the world cataclysm that the professional schools conceive their mission clearly and proceed to execute it fearlessly with vigor.

As a first step in the definition of the required aim it is necessary to recognize that old bottles cannot hold new wine. During the past forty years great progress has been made in elevating the standards of professional schools. The entrance requirements have been raised from high school graduation to at least two years of college work. Laboratories and equipment have multiplied rapidly. Clinics and the case system have been developed. Full-time professorships have been established and many superb buildings have been built. The requirements for admission to the bar, for medical practitioners' license, have steadily advanced.

This development of the paraphernalia and technique of training has been accompanied by a corresponding increase in technical skill. The physician, the lawyer, or the engineer of today can perform feats which their colleagues of forty years ago would have pronounced impossible. In the schools both instructors and students have worked with increasing interest and enthusiasm to perfect themselves and to master the special subjects of their choice.

All of this has been magnificent and everyone concerned has felt pride and satisfaction in the progress that has been made. And when the great crisis came and we were called upon to try our strength in the world struggle, this mastery of the mysteries of medicine, of science, of engineering and of law was an indispensable factor in our success. Without it the nation would have perished.

But the world war opened our eyes to a new vision. However satisfied and happy and contented we were before the struggle, there was a thrill and an inspiration about the war work that made every man who served able to do more work and better work than before. There was a resurrection of the pioneer soul of our forefathers, a release of the spirit of service and sacrifice which converted a relatively humdrum existence into a life of reality and grim adventure. The joy and the tragedy of it permeated every household. We lived as a united nation for a few months. Then the crisis passed and the commonplace routine settled down once more.

No one wants war. Yet millions would feel that life was more worth while if the spirit of service and sacrifice that prevailed during the war could continue to prevail in time of peace. Nor is it inconceivable that this might be so. The problems and perplexities of peace, though less dangerous to life and limb, are no less difficult of solution. Their mastery is no less a challenge to the soldierly virtues, as defined by William James in his *Moral Equivalent of War*, than is the winning of a battle or the conquering of a continent. Because they are less spectacular, they

demand even greater determination, resourcefulness and the endurance that make defeat impossible.

Whether the national spirit of service remains free and active or is again pent up until released by the next war, depends largely upon public education. And since the tone and attitude of public education is intrinsically determined by the professional school, there exists at the present moment for these schools the finest opportunity that ever came to any institutions to contribute to the upbuilding of a democratic nation. Quick action will bring larger returns because the crust of commonplace is rapidly forming over the pioneer spirit; and the thicker the crust, the harder to shatter it and liberate the creative energy within.

Like all elemental things, the thing that needs doing is very simple. It consists in first searching out the fundamental distinction between the teaching as it is and teaching as it must be to produce the desired result, and then modifying curricula and instruction accordingly. As the result of long and intensive experience with school work and war work, it is suggested for discussion that the essential fundamental distinction sought may be thus expressed: Current schooling is consciously designed to inspire the individual to make the most of himself for the sake of his own success. The required training must inspire the individual to make the most of himself for the common good.

The former leads the student to think in terms of competition,—of “doing” the other fellow. It gives rise to such ever present expressions as “what do I get out of it?” and “I should worry.” The latter

emphasizes co-operation, develops team-play and is expressed in the motto "United we stand, divided we fall." The former encourages working for wages and profits, the latter makes the joy of production uppermost and demands just apportionment of rewards.

A practical example will help to make this distinction clearer. The design of a warehouse is a typical project in the professional courses in engineering schools. The student is given in class a verbal or written specification of the conditions to be met,—the nature of the chosen site, the transportation facilities, the size, the load to be carried and the limits of cost. He then goes to work with pencil and paper, under the guidance of the instructor, to make a plan. In the process he looks up necessary data in standard tables and learns much about uses of various materials and about standard practices in warehouse construction. The work is criticized by the instructor, but the building is never built.

From paper problems such as these the prospective engineer gains much technical information and a fair degree of technical skill in drawing and figuring. His imagination is given a chance to function and his ingenuity is put to a test. As a result he is better prepared to undertake a similar piece of work for an industrial firm or to secure employment in an engineer's office. Through a series of similar exercises he ultimately becomes a technical expert who can earn his living in an eminently useful calling. Still, the fact remains that very few of the graduates of engineering schools win recognition as professional men.

For the past five or six years the National Engineering Societies have been actively discussing the question why the engineer has not yet won a well-recognized professional status. It is pointed out, for example, that when a state highway commission is appointed, bankers, business men and politicians generally make up its membership. These men decide what expenditures will yield to the public the largest values in good roads; and, having decided this, they hire engineers, on whose technical skill the good construction of roads depends, to do the work. This is but one of the typical cases which have driven home to engineers the fact that they are too often regarded as technicians rather than as professional men. Hence comes the inquiry why it is that current engineering training fails so often to beget a true professional spirit. No generally accepted answer to the question has yet been given.

By way of answer to the foregoing question many fruitful suggestions have been born of the spirit liberated by the war. For example, suppose that in contrast with the current type of work just described the professional studies in engineering schools were directed toward solving the problem of making the immediate environment of the school the best possible place in which to live. Instead of merely learning the technique of material construction, the student would investigate such municipal services as the water supply, transportation, electric light and power, markets, food supply, sewerage, disposal of waste, or any other of the many activities that contribute to the physical comfort of communities. The prospective engineer would then be compelled to appraise the

operation of all these agencies, both in terms of public value received in proportion to cost and in terms of scientific and technical perfection. He would have to recommend changes in existing plants, to project and design new construction and to suggest reorganization of present systems of transportation, marketing, heating, lighting, and the like. He would thus be constantly solving not only the problems of material construction, which usually occupy practically all the time in current instruction, but also those more fundamental problems of relative values and costs from the point of view of public welfare.

This idea is not new. About 40 years ago, a Professor of Civil Engineering at Columbia University aroused by his own personal inconvenience in transportation in New York, set himself the problem of working out a system of rapid transit. He studied the problem himself and for a number of successive years set portions of the problem as exercises for the senior class. Eventually one student developed a profound interest in the study and that young man became the chief engineer of the subway system. Other schools have made similar studies to a limited extent and in every case they have found that students work with great enthusiasm on projects of this kind. Not only do they learn rapidly, but they also secure some conception of the complexity of the problems of values and costs and they experience the joy of contributing by constructive work toward making the community a better place to live in.

Problems of the sort suggested exist in plenty in every community, large or small. The delivery system in a small town is usually a splendid example of

inefficiency and waste. There are perhaps three or four groceries and markets, each of which maintains a complete system of delivery to all parts of the town. Wagons make long trips with few parcels. An organization of the delivery system could easily be made, much to the benefit of both consumer and dealer. Similarly, in large cities like New York, Boston or Chicago, traffic is almost impossible during the working hours because of the lack of system and organization in the handling of freight. Co-operation, careful planning, a good system could reduce the congestion, reduce cost and expedite the handling of goods. Individual dealers are not likely to take the initiative in developing such a co-operative system; but a simple and sensible scheme, worked out solely from the standpoint of public welfare by a disinterested institution, would have a large chance of being accepted and quickly put into effect.

This type of problem which has been suggested as an effective means of developing professional spirit in graduate schools is not limited to the field of engineering. The sanitary conditions and the training of communities to better methods of living to preserve health offer opportunities of infinite possibilities to the medical schools. A great deal has already been done in this direction. This may possibly be a reason why doctors are more universally recognized as professional men than are engineers. Similarly in the field of law. No one can read the recent report on Justice and the Poor, or study the operation of our petty courts without being impressed with the fact that an unbiased study of the processes of justice in any community, when carried on from the point of

view of public welfare, would yield enormous returns in making happier, more contented and more productive citizens.

The possibilities in the way of developing true professional spirit through service of the public in the manner suggested are without bound. Suppose that a great state university like this should set itself the problem of determining how this state could be made more productive and in every way a better place to live in. Instead of confining its efforts largely to developing technical skill and imparting information to its students, the institution would organize its instruction so that the students would secure their technical skill by solving problems of vital interest to the state. What are the mineral resources of this state and what steps might be taken to utilize them for the public benefit? Are the industrial resources of this state fully developed? What incentives could be applied to stir local initiative for their further development? The great project of building state highways is now being formulated. How can this achievement be co-ordinated with industrial production so as to yield the greatest returns to the people of the state? What measures of public health and legal organization would tend to improve sanitary conditions and commercial activities? If a state university like this should undertake to make practical scientific studies of problems like this, and if it should always cling close to the ideal of public welfare, it is safe to predict that larger appropriations would soon solve the problem of teachers' salaries, that a finer and freer professional spirit would burst forth among the students, that the creative energies of the state would be

released in greater production. All this would inevitably result in greater prosperity and a loyalty to the commonwealth and the nation equal to that called forth by the war.

The adventure suggested in the foregoing remarks, though thoroughly in harmony with American ideals of democracy and self-government, requires a daring spirit on the part of the professional schools. A single institution would need have great moral courage in order to undertake it alone and carry it through to a successful conclusion. On the other hand, the possible returns are enormous. The spirit of service and sacrifice is contagious; it is, perhaps, one of the instinctive motives of men. It operates with a power that brooks no defeat. If the cultivation of that spirit were sanctioned by professional schools as the distinguishing mark of the professional man, the lower schools would rapidly follow suit. Then creative imagination would find freer fields for exercise, pent up energies would be released in constructive work, and there would be more artists and fewer artisans, more scholarship and less scholasticism.

A professional school surely does not realize its true destiny when it is merely a factory for quantity production of standardized, technical and intellectual skill. Professional attainments cannot be gauged with a stop watch or measured in terms of student clock hours and semesters. Nor are these practices longer needed. University professors were assigned by the hundred to positions of great professional responsibility in the war organization. They have demonstrated their competency as experts in developing the

machinery of destruction and death. Surely they are no less capable of leadership in discovering more intelligent processes of production and life.

The task is tremendous. If one university were to enter the contest alone, it might find hard sledding ahead and be homesick and lonesome at times. For although the practices of universities have been drifting in this direction for a number of years, if left to individual action without co-operation and mutual support, progress may be very low. Moral support is needed through the co-ordination of all such individual efforts. Such co-ordination could be supplied by a national university, which would function as a center for the development of the professional spirit in the manner just described.

Such a national university would give no formal instruction as such. It would grant no degrees. Its students would be the experts from all other schools, who would be called for short periods to assist in studying national problems from the point of view of public welfare in the manner described. It would assist state institutions in defining and allocating their local problems and would supply information that would help in their solution. A national university of this kind would in no wise interfere with the control of education by the states or with the free development of schools by the public locally. It would, however, set standards of achievement, supply the vision of what might be, and furnish incentives which would inspire all educational institutions and cause them to work with a spirit of service and sacrifice for the expression of their entire creative energy in all forms of artistic productive work for the public good.

CEREMONIES OF INDUCTION
PRESENTATION OF PRESIDENT-ELECT
Ex-PRESIDENT FRANCIS PRESTON VENABLE

Your Excellency:

I have the privilege of presenting Harry Woodburn Chase for induction into office as tenth president of our beloved University. He has been tested during these ten years of service in the faculty and we know him to be able, fine, and true. In behalf of the faculty I pledge him our loyal co-operation in the tasks that lie before him.

ADMINISTRATION OF THE OATH
OF OFFICE

CHIEF JUSTICE WALTER CLARK, OF THE SUPREME COURT
OF NORTH CAROLINA

I, Harry Woodburn Chase, in entering upon the office of President of the University of North Carolina, do undertake to fulfil its duties to the best of my ability and without fear or favor; to cherish and encourage sound scholarship in its search for the truth; to consecrate all powers of the University to the intellectual, moral and physical training of youth for the most loyal and enlightened citizenship; and wherever and in whatever form it is our privilege to see the need, I pledge the University to impartial and sympathetic service to the people of the State. So help me God.

INDUCTION INTO OFFICE**GOVERNOR THOMAS WALTER BICKETT**

Harry Woodburn Chase, by my authority as Governor of North Carolina and President of the Board of Trustees of the University of North Carolina, and by virtue of your election by the said Board of Trustees, and the oath by which you have pledged yourself, I do now declare you President of the University of North Carolina and deliver to you its seal and charter. And I charge you to a full realization of the responsibilities laid upon you by this office; to the necessity for courageous and constructive thought in their fulfilment; and to the duty and privilege of seeking out the intellectual and educational needs of the people in order to achieve that high destiny which was the vision and purpose of the founders.

INAUGURAL ADDRESS**PRESIDENT HARRY WOODBURN CHASE**

I could not, your excellency, accept this solemn charge did I not feel that the State of North Carolina through you has laid it, not so much upon me as an individual as upon her University, which for the moment I chance to symbolize. It is altogether in her name that I pledge the State through you loyalty unstinted to the cause of education and of human welfare, service to the extent of our capacity to the citizenship of State and Nation, renewed consecration to the task of achieving "that high destiny which was the vision and purpose of the founders."

In her name I pledge you with high confidence and courage all these things. For the fabric of her life, a century and a quarter in the weaving, is strong, and colorful, and fair. It is enduring, for it has been wrought, not alone with hands, but with hearts. In warp and woof it is aglow with the passionate loyalty, the high devotion, of the living and the dead whose work it is. The University of North Carolina, product of the vision and the aspiration of generation after generation of the citizenship of this State, recipient throughout her history of a hundred and twenty-five years of all that love and service which her sons and friends everywhere have so richly and in such unstinted measure bestowed, declares anew at this hour her firm purpose to be worthy of it all.

With reverent gratitude her heart goes out to those who since her second founding have presided over her destiny. Never has an institution been granted wiser guidance, never richer devotion. There is no one of them, her leaders, to whom she does not owe a richer and a fuller life; no one who did not leave her greater and stronger than he found her; no one who did not lay deep and broad foundations on which those who came after him might build. And if her spirit falter and her eyes grow dim with the thought of him her latest head, she grows strong and brave once more with the vision of the rich inheritance he left. All that long lifetime of consecration and of service that was crowded into his four brief years of leadership, all his faith in her and his dreams for her, all that she has received from him in deepened spiritual insight, in heightened passion to serve her State, in broadened vision of what democracy is and

should be, all the truth and tender memories of the life he lived for her, hearten and strengthen her soul as she girds herself for her forward journey. Rich beyond all measure is the love she has received; it is for her, through the years which lie ahead, to see to it, in what she is and what she does, that unshaken she keeps the faith.

A half-century ago the University and the South began life afresh, with no capital save courage, no resources save a host of treasured memories and a dauntless faith in the future. Ahead there loomed grim years of privation and sacrifice, of ceaseless struggle for the bare material essentials of living. The South was face to face with the giant task, not merely of building a new civilization, but of building it, not on virgin soil, but amid the ruins of an ancient edifice, whose parts must somehow be fitted to uses new and strange. It was a task that might well have cast down the strongest hearts, one comparable only in its difficulty and in the obscurity of its issue with that which today confronts war-torn Europe.

The record of how the issue was met is the essentially undramatic and yet heroic record of the lives of thousands of quiet and far-visioned men who toiled year by year for the upbuilding of the land they loved. Slowly, very slowly, at first, then quicker and stronger pulsed the currents of the new life. Again the doors of opportunity swung open; again came mornings of promise and evenings of fulfilment.

From Appomattox to the Meuse-Argonne and the Hindenburg line is but fifty-three years. But, for the South, what crowded years of achievement! They had witnessed the writing of one of the bravest

chapters of all history. A people, drained of its treasure and its young manhood, had within this brief period established itself on a firmer foundation than before. The battle had been won; the re-creation of the South was an accomplished fact. The story of her resurrection bears a message which at this moment has a more than local significance—a story which today Europe may read to its heartening and its encouragement. For the world the South has today this evangel of cheer, "The thing that I have done, you, too, can do. Take heart; it is but courage and faith you need!"

In the history of the South, the chapter that began at Appomattox closed on the battlefields of France. Five years ago it was evident that the last page of the story of her long struggle with adversity was being written. Today there is no one of us who does not know that the leaf has been turned, the new chapter begun. The new South is no longer a vision; with almost startling swiftness it is here. It is our happy portion, not to lift up our eyes in longing toward it from some Pisgah height, but to be members of that company who have entered into it and possessed it.

So swift indeed has been the fulfilment that a haze of unreality still clings about it, as with every hope so long deferred and so suddenly realized. But nothing is more certain. It is but sober fact that this State of North Carolina which within its borders in 1865 had not a single solvent bank, is now for the first time practically self-financing; that last year alone its bank resources increased nearly sixty per cent; that the consumption of raw cotton in its textile plants is greater than that of any other State in the

Union, and the total value of its manufactured cotton products surpassed by one alone; that its tobacco manufacturers total more than twice those of any other State. In ten years North Carolina has risen from eighteenth to fourth place among the states in the value of her farm crops; the value of her last year's crop alone was three times the total amount of her entire investment in farm property twenty years ago. The total output of her farms and her factories last year was nearly a billion and a half of dollars. Nor is all this a merely temporary condition, the result of a powerful stimulation whose effect is spent. What gives confident assurance of permanence is the fact that the machinery of production on the farm and in the factory, functions and promises to continue to function, more smoothly than that of perhaps any other part of the world.

The South's new era is, then, from its very beginning, one of abounding and wide-spread material prosperity. But it is far more than this. To one who looks long at the currents that now flow freely through Southern life there comes the growing conviction that here there now begins a great new chapter, not only in the history of this section, but in the history of America. For here, as nowhere else, are now at work those great creative impulses which have made America possible. Here is a people American in blood, American in spirit, tempered and tried by adversity; a people taught self-reliance in the hardest of schools, acquainted with labor, cherishing above material goods the things of the spirit, firm in their faith in democracy. Into the hands of this people there have come at last the keys of an

opportunity that most wonderfully exceeds their dreams. Southern life today is a thrill and astir with the sense of it. Its note is one of joyous and eager confidence; its mood the constructive mood of the American pioneer:

"Down the edges, through the passes, up the mountains steep,
Conquering, holding, daring, venturing as we go to the un-
known ways."

As the mind swings forward into the years which lie ahead, years big with destiny for the South, conviction deepens that out of all this creative energy, this confidence and faith, there is to come something infinitely greater and finer than a giant essay in materialism; that here a new civilization is to take form and substance, a civilization which blends into one harmonious and happy whole the best that is Southern by inheritance and tradition with the best that the new material freedom affords. The problem of achieving this civilization is the problem which lies at the heart of Southern life today. It is a problem which is to be solved, not by the mere imitation of that to which men have hitherto adhered in their common life, by a faithful but uninspired retracing of the old familiar lights and shadows, but through such a liberation of the spirits of men that, reverent but unafeard, they shall catch up in their own hands the threads of destiny and weave them into a pattern richer and finer than America has yet seen.

The challenge of the South to the Southern State University today is that she show herself worthy of leadership in this great constructive enterprise, this the world's latest attempt to evolve a new and higher

civilization. Such a challenge she can meet by no merely perfunctory response. It is for her passionately and reverently to dedicate herself and all of herself to this great task, to set about it, not in the spirit which would discipline men into obedient and unthinking servants of some rigidly preconceived mechanical and authoritative state, which holds the lives and souls of men as mere instruments to its calculated ends; but in the spirit of the democracy she serves, that spirit which sets men truly free to embody in ever higher and nobler forms the best that is in their hopes and dreams and prayers.

For such a full liberation of all men, in body, mind and spirit, is the very heart of the program of democracy. It holds, with Burke, that government is not for its own sake, but a contrivance of human wisdom to provide for what men *want*, and it adds, as has been finely said from this platform, the faith that "with the right to live freely, men will live rightly;" that between what free and enlightened men really want and the deepest and highest interests of the democratic state there is no contradiction, but a full identity. Unrest and dissension within, it would hold that it cannot hope permanently to meet by the imposition of repressive authority, but that, true to its creed that the only control that is ultimately worth while is self-control, it must press with new vigor its effort to set men really free, not from responsibility, but through it.

It is the achievement of such a responsible freedom which is the common business of education and of the democratic state. In such a program all institutions of education, of whatever grade or name,

however founded or supported, find a common purpose and an aim which joins them as brothers each to each, and makes of all their learners and teachers one great company enlisted in the same high cause.

In such a spirit the University eagerly and reverently consecrates the utmost of her powers toward the upbuilding on this soil of a civilization which shall be, not merely prosperous, but free, and because of its freedom, great and enduring; a civilization which shall fuse in one great creative synthesis the best in both old and new, a civilization in which more and more men shall do justly, shall love mercy, and shall walk humbly with their God.

But the Southern State University, if it is to prove itself worthy of leadership in the South at this hour, must offer more than its vision of

"The spirit of the years to come
Yearning to mix himself with life"

more than its faith, however keen, that its goal is that of democracy itself. It must think through, and embody in tangible form, its answer to the question "How in the South today are men most completely to be set free for this high emprise of building the greater commonwealth?"

Such a question can be answered neither by a blind reliance on the dictates of tradition, nor by a summary rejection of the old because it is old. It is not age that matters, but value, value for the enrichment of the lives of men today. And whether there be in anything such value the University must determine, not by abstract speculation, but by a ceaseless effort to see the life about her steadily and whole, to interpret to herself and to all men the flow of its

swift currents, and to minister to its real and abiding needs. I have said its "real and abiding" needs, for the university which in her zeal for quick results and practical programs, forgets the deep and permanent springs of life, is as unworthy of leadership as she that denies the value of the immediate and practical altogether. Her eyes must sweep with level glance the busy, work-a-day life of men about her, as with quick sympathy she declares "This is my domain," but they must also lift themselves up unto the everlasting hills beyond the work-shop and the market-place, into those high places where men walk alone with their souls and with God. For these, too, are her domain.

Her responsibility to the swiftly developing material life of the South is clear. "The greatest obstacle in the way of the development of the South's foreign commerce," said a leader of Southern industry the other day, "is the lack of men who are trained to understand its problems." The production of such trained men is a responsibility which the University gladly assumes, as she assumes that of fitting men for the ever more complicated problems which confront Southern business and industry as a whole.

She must see to it that trained workers man Southern laboratories, build Southern roads, develop her latent electric power, conserve her forests, build her bridges and tunnel her mountains. She must insist that such men are equipped adequately and thoroughly for the work they are to do. But her supreme task in all this is not the relatively simple one of training men who shall be efficient at their job. To rest content with this would be to ignore

the whole vital problem which lies at the heart of the new industrial South; the problem of whether the Southern civilization of the future is to center about the machine, or about the man.

This problem of rightly relating industrial efficiency to human freedom every developing industrial civilization has faced, but none has fully solved. And as now the South confronts it, she must needs bring to bear for its solution all her sturdy respect for the individual, all her idealism and her regard for human and for spiritual values. To lose these is to buy industrial efficiency at too great a price. But through these to transform industry into something more than a method of making a living or of accumulating wealth, to make of it a great instrument for achieving the ideals and the aspirations of democracy itself—this is to write a chapter in Southern history that the whole world will read.

The problem is no easy one. The record of the world's dealings with industry is eloquent testimony to that fact. But the University must all the more see to it that the men whom she trains for industry shall catch the sense of its vital significance, that their minds and hearts shall be so set free that they shall see their task, not as an isolated fact, but as an essential part of the great common undertaking of the democratic commonwealth, an undertaking which is based on co-operation, not on conflict, and which regards all human relationships, whether in industry or in government, as finding their complete expression just as they become means for the achievement of a more perfect freedom.

The obligation of so liberating the whole man that he becomes more than an efficient specialist rests with equal force on all the University's professional schools. Her lawyers must be trained in the law, and they must also be clear that "the law is only beneficence acting by rule." Her teachers must not only know how and what to teach, but they must go out quick in the faith that the future of democracy is in their hands; that day by day they are laying the very foundation-stones of the new Southern civilization. Those whom she trains for social service she would make proficient in technique, for she realizes that, here as everywhere else, good-will alone is an inefficient weapon; but she would also seek to touch their hearts with the deep conviction that it is only he who loves mankind who is worthy to serve it, and that the social service which is permanently worth while is that which points men the way to freedom.

It is precisely her faith that the deepest need of the new civilization is for men who are both efficient workers and fitted to co-operate in the constructive program of democracy through the full release of their own highest powers that sharpens the University's sense of obligation toward the agricultural life of her State. For the technical training of the farm-worker this University has no obligation; but she has every obligation to the farmer as a man and as a citizen. Were other responsibility lacking, the single fact that in her present student body the sons of farmers far outnumber those of men of any other occupation would itself impose no light duty toward the homes from which they come. But a further obligation rich in opportunity for service grows out

of the fact that the farm is rapidly becoming, not an isolated compartment in the State's life, but a cross-section of that life. As local industries develop, it matters increasingly to the farmer that in a State whose industrial life so largely centers about the manufacture of its own raw materials, this life should be just and sound; as it matters to him that the physicians, and lawyers, and teachers who serve him shall be broadly and liberally trained. All these vital relationships into which agriculture must enter are matters of concern to the University; while still deeper and more intimate is the concern she feels that through her may be multiplied the avenues by which the farm home itself shall come into ever closer and freer touch with the best that the new civilization has, and will have, to offer, so that it may share, and share fully, in the life of the new South.

The crucial test of the ability of the University to identify her mission with that of democracy is found in her achievement in the college of liberal arts. For in the college, if anywhere, must emerge the answer to the question whether the ideal of freedom can successfully embody itself in concrete concepts of education and of life. To fail here, under conditions so fitted to the task, is to proclaim that the great underlying principles of democracy can nowhere be attained. Success or failure will spring ultimately from the attitude of the college itself toward what it is about and from no other factor. The heart of the matter is whether the college conceives its work in terms of a dull and dreary formalism, an uninspired repetition of a set of lifeless formulae, or whether it really passionately believes that its task is that of

liberating men from all that is partial and limited and false, so that they shall look out upon life with eyes that see and understand. If such be its belief, all its work in whatever field achieves a unity of purpose which it is its mission to make plain, and through which it may touch with flame the mind, the heart and the will. Science becomes both the absorbing tale of the increasing liberation of man from the tyranny of nature and that of the liberation of his mind through its search for truth; literature, the record of the human heart as it has struggled to express its aspirations; history, the story of the march of the human will as it strives with nature and with itself for freedom.

But it is not the ultimate aim of the college to develop men who are only spectators of life, however clear their vision of what in it is ephemeral and what abiding. At this hour of constructive need the college could not more greatly sin against itself and the State than by training men who should hold themselves aloof from the work-a-day life of the world, from participation and leadership in every fine and worthy human cause. The University believes with her whole heart that it is the function of the college to train for citizenship and for service; and she also wholeheartedly believes that citizenship and service proceed from within the man himself, not from external mandate. To this end she would seek to develop in those who come to her a free spirit of inquiry into the relationships that underlie the common life of man, an inquiry pursued, not in an atmosphere of destructive criticism, but in one in which it is constantly clear that only by holding fast to the best

that men have toiled and dreamed and fought for can a yet greater good be attained. To this end also, since she holds that men best learn to live as free and co-operative citizens when to the study of what democracy is and means they add its real and constant practice, she would strive to make of her life as a whole, campus and classroom and playground, one great example of her faith that high ideals and fine habits of citizenship and service develop best when free men live together as members of a community whose obligations they themselves have defined and assumed.

For the college of arts which is true to its faith, the University conceives that the New South has a genuine and increasing need. For if this the South's great adventure is to end in more than the accumulation of wealth, if human happiness and freedom are indeed its goal, she must guard her institutions of learning, that they may be more than machines for the production of workers skilled in their craft.

The message of the college to her sons is the message of democracy itself, that "the main enterprise of the world is the upbuilding of a man." Nothing is more vital, at this moment when the South is caught up on the swell of her newly released material constructive forces, than her constant clear vision of this fact. Now, if ever, must the South cherish the ideal of liberal education, that out of her colleges, as out of a great reservoir of power, there may come in increasing numbers and with increasing strength men who have caught the vision of what life really means.

An institution whose concern is truth must find one very real test of its vigor in whether it seeks to contribute new truths to the world's existing store. The impulse toward research springs from the same conditions which insure the vitality of its teaching, and reacts in turn upon its whole inner life. The supreme question here is not whether research is of practical value to the State. To that question the whole history of Western civilization gives eloquent answer. Truth must indeed be sought upon the mountain top, but with him whose passion to look upon her face wins him access to her high abode, she walks hand in hand down into the common haunts of men, and with her touch men's labors lighten, their bodies strengthen, and their souls grow great. In all that men may do there is assuredly nothing more practical than to seek for truth. The real question is rather that of the spirit in which they go about their quest. Research may sink to the level of mere mechanical and lifeless routine, which kills the spirit while it preserves the letter, or it may become such a liberating power that the mind which comes under its spell is caught up forever into a higher and a clearer air. Men with such a vision the State must surely count among its most precious possessions. Frontiersmen they, pointing the way through the untrodden forest to the millions who shall possess the land they find; builders of democracy through eternal quest for truth.

With such a sense of the oneness of her mission with that of the democratic commonwealth the University becomes, if she keep faith, not an appendage of the State, but its warm throbbing heart, linked in a living union by the pulsing currents of life itself with

every member of the one great whole. She is of the State, and there is no fine and worthy cause that is the State's that is not also hers. Teaching, research, and extension, are but three various channels through which her life finds natural expression. If that life be vigorous and free, it will out of its abundance ever seek new and direct contacts with the citizenship of the State through extension which is real and vital, just as it will seek for better teaching and more productive research. Among these varied phases of university activity there is no contradiction; all embody one spirit and one ideal.

And this ideal, whether it find expression in the college or the professional school, in teaching or extension or research, is that of full and eager and constructive participation in the task of democracy as it sets men free to realize their higher selves. Such self-realization can achieve its highest expression only through that deepest of all human experiences which attunes the soul to one Reality existent through all forms, in the abiding faith that the stair which man has builded and by which he climbs to freedom, also "slopes through the darkness up to God."

There is in all the world of education today no greater responsibility than that which rests upon the state universities of the South. Theirs is not the easy task of ministering to a fixed and static life. Theirs is a sterner and a higher obligation. They must serve and guide and interpret to itself and to the world a new civilization which is yet in the making. Holding fast to all that is best in the past, they must face the future confident and unafraid.

Quick of vision, warm of sympathy, and of broad understanding, they must lead on through unfamiliar scenes and along untrodden pathways.

And upon her whose name is written on our hearts, oldest among her sisters and ever young, such obligation peculiarly rests. For the State she serves thrills from mountain to sea with the currents of the new life. Day by day skies brighten and horizons broaden, as Carolina presses onward toward a future more happy than her dreams. The State of North Carolina and her University! Partners in the supreme adventure of achieving in ever fuller measure that democracy for which her sons so freely gave their lives—fellow-workers in the same high cause, marching shoulder to shoulder toward the same shining goal, as they draw strength and guidance each from each!

Thus at this hour, as this mother of free men renews her consecration, she would seek to gather up and fuse in one great flaming purpose all the infinite wealth that is hers of affection and loyalty and love. Strong as the oaks that guard her round about, kindly as the springtime that embowers her, she sits upon this the hill of pilgrimage for ceaseless generations of her sons. But for her spirit there is no single local habitation. It is here; but it is also with her sons and with the sons of all men as they strive for better and for higher things. May it shine ever brighter and more clear, a light unto the feet of men and a radiance within their hearts!

GREETINGS STATE UNIVERSITIES

PRESIDENT EDWIN A. ALDERMAN, OF THE UNIVERSITY OF VIRGINIA; DELIVERED IN THE ABSENCE OF PRESIDENT ALDERMAN BY PROFESSOR IVEY F. LEWIS, OF THE UNIVERSITY OF VIRGINIA

Denied, Mr. President, through the pressure of urgent duties, the high pleasure and privilege of coming in person to my Alma Mater to join in the ceremonies of inauguration, I take leave to send to her and to you, her latest guardian and helmsman, assurances of my deepest faith and affection. Secure in the memory of a clear and glorious past, her sons apprehend with pride that the University of North Carolina will fulfil her destiny in the troubled future with sympathetic comprehension of her responsibilities and devotion to the interests of sound learning and to the service of mankind.

It has been my fortune to know four of her presidents, and I, myself, have served in that high office. In the sincere and simple days not long past, when her resources were meagre, but her purposes high, I studied within her walls. I, therefore, claim to know intimately the spirit and soul of the University of North Carolina, and I do most profoundly know that whatever of will to work for men or strength to serve the State has come into my life came to me through her teachings.

Born out of the first impulses for human freedom stirring on this continent, vital through all the storms and vicissitudes of our national life, we who under-

stand and love her may justly claim that the University of North Carolina has been true to her origins and faithful to democracy. Not every university has won a spiritual character that shines before the faces of men. The University of North Carolina has earned this fame, and may proudly assert the possession of the great qualities necessary to a seminary of higher learning, dedicated to the cultivation of the capacities of self-government—a democratic atmosphere informing and saturating her activities; a reverent loyalty for the past but a dauntless and passionate enthusiasm for the future; an unsurpassed institutional unselfishness and a buoyant hope; faith in the essential goodness of youth resulting in the creation of an iron code of dignity and honor; a patient, austere vision of the truth which universities must forever seek and must not fail to find.

THE COLLEGES OF THE STATE

PRESIDENT WILLIAM LOUIS POTEAT, OF WAKE FOREST COLLEGE

An old lesson has been newly learned—unforgettably learned—since 1914. It was written anew in deep-cut, gigantic hieroglyphs across the face of Europe from Ostend to Bâle. There has been no need of the excellent wisdom of a Daniel to read the writing and make known the interpretation. Scholar and statesman, prophet and historian, financier and sociologist, all agree in the translation of these ghastly symbols, and this is the writing,—*Education is Destiny*.

The Germany of 1914 with its planetary ambition and its intolerable standards was the product of a

scheme of education imposed upon a single generation of Germans. That experiment in national perversion illustrates in tragedy what Treitschke, its patron saint, said fifty years before: "There is no ideal which a living people choose to put before themselves that they have not the power of realizing in history." There appear to be no limitations. What emerges in history was first in education. The whole world knows it now. Even China is preparing for international complications in the light of this lesson. Are we not reading from the authoritative sources, for example, "every boy in every school in China, every girl in every school in China, is pledged to" such and such a policy? Of course, when these boys and girls grow up, such and such a policy will be the policy of the nation. Accordingly, education is a people's most important business. Agriculture, manufactures, trade, transportation, scientific research, politics, are only justified by their wholesome relation to education, by the contribution which they make to the society of the future in providing for the children of the present. Our education is our destiny.

And so, Mr. President, the colleges of the Commonwealth salute you today. If they bow beneath their responsibility, it is but the better to fit themselves to its weight. If resources are inadequate, consecration is deep and enthusiasm boundless. They welcome you as a helper, guide, inspirer. They proclaim anew their fellowship with this great institution in building the saner, juster society of tomorrow, the humarer, fairer, happier North Carolina. Our joint obligation does not end on our State boundaries. Together we must labor so to settle in the national mind the spirit of

international justice and brotherhood as to make it impossible for a handful of obscurantists ever again to set our great country in a shameful isolation with Mexico against the organized enlightenment and conscience of mankind. We shall need to be on guard lest institutional loyalty betray us into the practical fallacy of regarding our institutions as ends in themselves rather than as apparatus and means for the education of all the people. The common task is too sacred and too large for jealousies and the rancor of competition. Competition? A lady standing on the beach quite ready for the surf explained why she did not go in by saying, "Another lady is using the ocean."

We salute you, Mr. President. We felicitate you. We wish for you a career that is great and high in proportion to the breadth of its service. We pledge you to the adventure and romance of finding the way of light in a foggy time and calling after you the strength and hope of young North Carolina.

"There lies the port; the vessel puffs her sail:
There gloom the dark broad seas . . .
'Tis not too late to seek a newer world.
Push off!"

THE PUBLIC SCHOOLS OF NORTH CAROLINA

EUGENE C. BROOKS, STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

The public schools of North Carolina extend to you today, Mr. President, their warmest greetings and send to you a message of hope and good will.

A prosperous State may abide securely in a great educational system, which is as high as the aspirations of its people, and as comprehensive as its manifold resources. Such a system unified becomes a great spiritual temple, having for its base the infant school, and its own crown the University.

Education, therefore, is the State's greatest enterprise. But our people have been advancing toward units of co-operation faster than the individual has acquired the deeper meaning of the golden rule. This is an evidence that the temple is incomplete and insufficiently inclusive.

This commonwealth first fashioned the crown; a half century later, the base; and for three quarters of a century its architects and builders have been adjusting the crown to the base and gradually extending its dominion, until today we are cheered with a hope born of promise that the dream of the fathers is about to be fulfilled.

Wherever the rays from the crown blend with the rays from the base, a new light is created that transforms all within its radius.

It falls upon the home of the unborn child, drives the deadly germs and the dense shadows of ignorance and superstition from the mother's bedside and makes the child's entrance into the world easier and safer. But many thousands of mothers are yet without the circle and are unconscious of its presence in the world.

It warms the hearts of little children and the divinity within unfolds to embrace the God of love and service without and the child is led onward through the world and upward toward eternal destiny. But thousands

of little children today living in darkness have received no message of hope and are unable to see this pillar of cloud by day, this pillar of fire by night.

It opens the senses of youth to the miracles of the physical world, and to man's marvelous achievements, past and present, and unifies all relatives in the spirit including the dead and the living who shall live again. But thousands of our youth are unconscious of this kinship for they are at enmity with their brethren and seek to do them harm.

It touches the mind, thinking, gives reason to the brain and endows it with the attributes of the Creator, and man is permitted to fashion animate and inanimate things over again. But thousands of our workers today, contemporaneous with our primitive ancestors, are too far removed from the light and rarely exhibit the divine gift.

Wherever this light encircles any part of this commonwealth universal law comes out in bold relief to hold a fretful realm in awe, to bind all into one brotherhood of service and to give light unto freedom's feet. But thousands of our citizens are without the law and unacquainted with real freedom.

However, as the benedictions of the State and nation descend upon this institution at this hour we move nearer to a perfected state in which the children of light may call to those that sit in darkness to look up and become acting members of the government.

We rejoice today, therefore, and in behalf of the public schools of this commonwealth I bring you, Mr. President, our warmest greetings. We "are all with thee, are all with thee."

THE ALUMNI

W. N. EVERETT, 1886

Ali Hafez owned his farm; his crops were large; his herds prospered; his family increased year by year.

He was happy and contented.

One day as he watered his camels in the stream which flowed hard by his home, he found a stone which shone brighter than the others. He carried it home and placed it on the chimney board.

One day a Hindu priest came that way. When they had finished the evening meal they gathered around the fire. The priest saw the stone and began to talk about diamonds, how priceless they were, how murders had been committed and dynasties overthrown for their possession, how they were found where rivers ran between high mountains and over beds of sand. Said he, "If you owned a handful of diamonds the size of that stone, you could purchase kingdoms and set your children upon thrones." Ali was obsessed with the desire for great riches. He sold his farm, his camels and his herds; he left his family with his friend, and started out in its acquirement. To every country of the known world he went, wherever he could hear of a river which ran between high mountains and over beds of sand. He was unsuccessful in his search. Many years elapsed. Finally he came to the shores of the Bosporus where it pours its ceaseless tides between high sea walls. And there, foot sore and ragged and broken-hearted, he sought forgetfulness in its friendly waves. It is said that the Mogul diamond was found on the farm he had sold.

In the fall of 1918 after four years of brilliant leadership under conditions of peace and war which sapped his strength and tried his soul, the news was flashed abroad that Edward Kidder Graham was dead. Wherever one went about the State the question was on every man's lips, "Where shall we find another?" Month followed month, and no one had found an answer.

The legislature met in January. Men from all over North Carolina were coming up to Raleigh. Every man was asking, "From what place shall his successor come?" The answer had not been found when the Executive Committee met in January and the Acting President read his report. After that report was published there no longer was any question. The mantle of Elijah would rest easily and comfortably on Elisha's shoulders. Marvin Hendrix Stacy was of the material of which presidents are made!

Within the week of a disease contracted in the line of duty, while attending the meeting of the committee, Dean Stacy was dead.

These body blows following in quick succession, knocked this institution to its knees. Men who felt responsibility for its safe conduct were dazed. Its friends out in the State were as those who had no hope.

His Excellency sent out a call for the Board of Trustees. These men are selected largely from the best which the State has to offer. Each of them had the reputation of having provided his own calling with a purpose and a plan. They met late in January. Each man came with a high purpose of service to this University, but no man had a plan.

It was finally decided that the Governor be requested to appoint a committee of five whose duty it should be to search for suitable material, wherever it might be found; to investigate and report. The committee organized by meeting here, at Chapel Hill, and electing Dr. Richard H. Lewis as chairman. This University has never had a more loyal son nor a more devoted friend. It then invited the faculty, one by one, to advise and consult with it. As these able men sat with the committee, each of them had many valued suggestions, many splendid plans and specifications to present, but their thought had not focused on a name.

The committee then asked for a conference with men from the student body—men who, by their life and work on this campus, had won preference and honor from their fellows. The chairman said, "Young gentlemen, now that you have come from under military rule and have again put yourselves in the position of any other group of citizens, we are delighted to find that the transition has seemed so easy and natural, that there is such an atmosphere of quiet and good citizenship. How do you account for it?"

Their spokesman said: "The answer is easy: the spirit of Dr. Graham is in this place."

The chairman said, "Gentlemen, we have asked you to come in here so that you might tell us whom you want for your president." The spokesman said, "The students want a man like Dr. Graham. They want to feel, as they go out from this place, that they have a president as good as the best."

The chairman said: "We are all agreed on that principle—but what is his name?"

With a smile half cynical, half sad, the spokesman said: "We haven't got down to names: that's *your job!*" "But," the chairman said, "suppose we cannot find such a one on this campus?" The student spokesman said, "That would be all right; we don't expect you necessarily to confine yourself to this campus."

The chairman said, "But suppose we cannot find such a one in North Carolina or North Carolina born?" The spokesman said, "That would be all right; we don't expect you to confine yourselves to North Carolina."

After the valuable suggestions and specifications were received from faculty and student body, the committee started out on its search. To every country they went, where they could hear of deep rivers running between high mountains and over beds of sand—as far South as Florida, as far North as Maine, as far West as Ohio and Kentucky. Stopping frequently at the Nation's capitol for direction and advice: returning frequently to this State to draw fresh inspiration from its sacred soil. Much valuable material they found, in the State and outside of it.

I digress here to say that we, as a people, have never realized how great this University has become. Its greatness was freely and voluntarily admitted by the presidents of other universities, by strong members of the cabinet, and to at least one member of this committee by the General Education Board, so wisely had President Graham builded on the foundations laid by his predecessors—both those who are living and those who are dead.

When the labors of the committee had been finished and their findings tabulated, the Governor again called a meeting of the trustees.

In an all-day session they tested each specimen with the square and compasses for size, with the acid test for fineness, and the test of fire for fitness.

And, lo! in this place—where deep rivers run between high mountains and over beds of sand, the stone which had been overlooked by the builders was found fittest to be fashioned into the keystone of the arch!

So today with the high officers of Bench and State, whom we have delighted to honor, and in the presence of these distinguished guests, the sons of your adopted State, pulsating with pride in the power of the University to reproduce its kind, meet here to give that keystone its formal setting. They bid me say they have looked upon your work and found it good; that they have no fear they shall ever have occasion to revert to the place where you were born; that they will help hold up your hands while you build on this arch more mighty temples to the soul of North Carolina's sons. That on this arch they will set their faith and build their hopes for a greater University, not circumscribed by the wall which encloses a forty-acre field, but who as she follows the star of her hopes shall acknowledge for herself no divisions in the church and the state but whose duty and whose service shall be alike for all its people and co-extensive with its borders.

Nay more, we have the faith to believe that from your vantage point at the top of the arch you may catch the larger vision; that you may stretch forth

your hands and touch hands with those of every other agency in the building of a greater America and in the production of a finer Americanism.

THE STUDENT BODY

EDWIN EMERSON WHITE, 1920

It would certainly be unwise at this point of the program for me to review all of the fine qualities by which we know our president. In place of this I would suggest what I believe to be one of the sincerest hopes of the students as they look ahead and see what this new era has in store for them. I say our sincerest hope—I mean loyalty—not loyalty while we are yet students here, for that is easy, but loyalty when college days have become a pleasant memory.

As each class leaves behind its unwritten history of four brief years spent here and strips off its caps and gowns for the real fight of life, it acknowledges the grim situation that never again as a whole class will it assemble, but scattered broadcast, individually its members will work out their own destinies. Yet from the mountains to the sea and even from foreign lands ever return the evidences of remembrance, the evidences of loyalty to Carolina.

Why is it that off in some great city, amid costly homes and tall, fine buildings, they never fail to ask after our own brown mud and brick buildings here? When they may see the athletic contests of a nationwide interest, why do they so eagerly inquire after each season how we came out with Virginia or North Carolina State? With the advantages of concerts and

operas and symphonies, they want to know whether the Pickwick is still open and whether the boys throw peanuts at each other during the show as they used to do. And when they have seen specimens of the world's finest scenery, why do they write back that the most beautiful sight to them will always be the campus in the springtime?

It is only that spirit of loyalty and unselfish devotion that seems to have ever characterized this institution and to have grown ever stronger as each class departs equipped with its teachings and influences and steadfast in its ideals. We are jealous of this loyalty and as in the past we know that its presence and its growth has been the work of successive presidents, we now recognize this responsibility and are confident.

It is therefore with a feeling of security and joy that we offer our greetings to the president today. He came to us just after sunset and no one knew what the dawn would reveal. We trusted him then and well does he deserve our approbation now. The students eagerly join the State and other University communities in giving you our whole-hearted support, wishing you all success, ever proud to claim your leadership.

THE FACULTY

DR. ARCHIBALD HENDERSON, PROFESSOR OF PURE MATHEMATICS

Today, as this University inaugurates a new president and coincidentally commemorates a century and a quarter of devoted service to commonwealth and republic, it may be pertinent to observe that we have

become in truth a nursery for college presidents. Every man who has presided over the destinies of this University since its reopening by the beloved and lamented Battle in 1875, to give but a single illustration, has been elevated to the presidency from the ranks of its faculty. Perhaps some measure of the gratification of the faculty over the selection of our new executive may be attributed to a pardonable pride in the reflection that he is one of our own number. The university of James K. Polk and Thomas Hart Benton welcomes the alumnus of Dartmouth, not only because he can claim the *alma mater* of Daniel Webster and Rufus Choate—but in equal measure because the University of North Carolina, throughout the past decade, has inspired him with something of its own ideals as well, and exerted its shaping influence in his training for the high duties and challenging responsibilities of the presidency.

In that ideal republic of freedom and truth, the real university, there is no geography. Conspicuously in evidence today is the authentic nationalism made articulate by this felicitous linking of New England and New South, of Massachusetts and this once Old, this New North State. In the language of a native genius, the witty O. Henry, we truly celebrate a reunited country: "No North; little South; not much East; and no West to speak of."

The presidency of the University of North Carolina is a post of vast responsibility. In the variety and complexity of its tasks, the delicacy of its functions, the power and scope of its influence, no other post in the gift of our people, I dare say, can transcend it. To you, sir, in whom North Carolina reposes the

highest confidence by choosing you as the head of its most cherished institution, I bring the assurance from the faculty of cordial co-operation and—may I add—of personal attachment. By the seriousness of your approach to the fundamental university problems of course and content; by the unobtrusive excellence of your judgments and the continuing efficiency of your counsels; by the liberality of your views, the breadth of your scholarship, and the catholicity of your interests—you have won the thorough-going confidence of your colleagues.

In this era of reconstruction—social, industrial, educational—with its stern challenge to our highest and best efforts, you enter upon your great task under singularly happy auspices. Never in the University's history has the air been so serene or the sky so promising. We all rejoice in the consciousness that the University of North Carolina has no enemies. In North Carolina we have virtually obliterated the old sectionalism of passion and distrust; but we still retain that devotion to locality which seeks, through all worthy instruments, to develop one's own section to the highest pitch of national potency.

As a native of North Carolina, which Nicholas Murray Butler has aptly termed the most American of the sisterhood of States; as an alumnus of this University, which I venture to denominate the most democratic of American State universities, I volunteer on behalf of my colleagues the confident hope and belief that your administration will amply fulfil the auspicious promise of its beginning, and carry us triumphantly forward into the new era of educational

reconstruction, robust Americanism, and expanding democracy.

BENEDICTION

BISHOP JOSEPH BLOUNT CHESHIRE, OF THE DIOCESE
OF NORTH CAROLINA

The Blessing of God Almighty, the Father, the Son,
and the Holy Ghost, be with us always. Amen.

INAUGURAL DINNER

After the formal inaugural exercises in Memorial Hall had been concluded the audience stood while the academic procession passed out. Delegates and visitors then gathered at Swain Hall where they were entertained at the inaugural dinner by the University.

The dinner began at 6:30. Swain Hall had been especially decorated with evergreens and flowers and an orchestra played during the evening. Covers were laid for six hundred persons who filled the huge sweep of the dining hall. The U-shaped table at which the speakers sat was in the center of the building and the other tables were banked, row on row, on either side. A particularly pleasing feature was the presence of many ladies at the dinner.

Secretary of the Navy, Josephus Daniels, the toastmaster of the evening, sat at the center of the speakers' table, at which were also President and Mrs. Chase, Governor Bickett, President Lowell, President and Mrs. Hibben, Dr. Mann, Judge and Mrs. Winston, Chief Justice Walter Clark, President Poteat, Bishop Cheshire, Superintendent Brooks, Dr. Ivey F. Lewis, Dr. Henderson and Mrs. Henderson, Dr. and Mrs. Venable, W. N. Everett, Senator Moses, President Henry Louis Smith, President Lovett, Professor Young, President McVea, Dean Latane, Professor Bassett, President Sikes, Professor Pegram, and President Pell.

Secretary Daniels welcomed the guests on behalf of the University, and set the key-note of the evening in a particularly happy talk. He introduced the other

speakers who delighted the audience with the warmth and cordiality of their greetings and with the solid worth of their talks. The dinner was concluded at 9:30 P. M.

HON. JOSEPHUS DANIELS, SECRETARY OF THE NAVY

Mr. Daniels was toastmaster at the dinner, presiding with ease and grace and introducing the speakers with a delightful air of charm and informality that went far toward bringing all the diners close together in the spirit of the occasion.

He himself, beginning the talks toward the close of the dinner, brought the crowd to its feet by proposing a toast to "that distinguished educator, the incomparable citizen, that noble leader, the greatest man in the world today, Woodrow Wilson." The orchestra burst into "The Star-Spangled Banner" and the diners stood in silence and then drank the toast to the president.

Turning then to President Chase, Mr. Daniels said, "It is my privilege and my pleasure to bring to you, sir, the personal greetings and good wishes of President Wilson. It is my privilege also to extend to you my own congratulations, greetings, and best wishes on the assumption of your new duties. I myself am a university president, the president of the largest university in the world, the university of the United States Navy, in which we have more than 100,000 students—and as one president to another, I salute you."

Describing then what he called the "North Carolina aristocracy of intelligence and character," Mr. Daniels outlined the work of various other presidents of

the University and their influence upon the life of the state, concluding with a tribute to President Chase: "Today we have invested a new president with all the rights, privileges, and hereditaments of the office and have given him an honorable place in succession to that list of illustrious men who as leaders of this institution have sent the light of education streaming from Chapel Hill into the far corner of the state. As I heard his address this afternoon I thought of what Henry Ward Beecher said after first hearing Grover Cleveland: 'We have not been mistaken in our man;' and I say to you, ladies and gentlemen, that this day we have not been mistaken in the man whom we have elevated to the highest position of honor, trust, and responsibility in North Carolina."

Mr. Daniels traced the work and influence of University men in the various wars of the United States. "It has been said that the golden years of the University were the twenty years from 1840 to 1860, and the world knows that in those years giants grew on this campus. Yet those were placid, peaceful and prosperous times; and I say that the outstanding years of the University were the blood-stained years of '61 to '65 and of '17 and '18."

Calling upon the new president and the faculty to recognize the perils of peace no less than the perils of war and to retain the spirit of unity and zeal which had animated the country in war times, Mr. Daniels said: "It has been one hundred years since Belgium was invaded by Germany in 1914—by every count except the calendar. We shall never go back

to pre-war times. We shall never have again in this country either cheap labor or cheap products. Men who labor and toil will demand and will get a living wage and more than a living wage.

"That unrest and dissatisfaction of which we hear so much today are largely creatures of the imagination and of the newspaper headlines. Tomorrow morning millions of men will go to their work joyfully in this country, will labor all day with zeal and interest, and will come home in the evening to their families, happy, contented, and peaceful. Yet when 2,000 men go on strike, we become alarmed and aroused and think the country is approaching ruin. That time will never come. The man who bets on the United States will always win. In this country there is no room for the pessimist or the Bolshevik. Dissatisfaction there is of course, a strong, healthy dissatisfaction, but a dissatisfaction that searches for better things, that wants and demands and will get better things!"

"There is nothing wrong with that kind of dissatisfaction. It is the source of all progress. Woe to this land when we become a satisfied people. Unrest is present only because men have looked through open doors and seen things they never saw before. In North Carolina we face an era of great prosperity, more than we have ever known before, and I rejoice because it affords us more chance, more hope for education. I hope this University will continue to send out men who are vitally interested in the life and welfare of the poor people of the state, who dedicate themselves to the service of the entire population of the commonwealth."

After concluding his remarks, Mr. Daniels said: "The wisest man I have known in my whole life is Dr. George Tayloe Winston, a former president of this University. Unable to be present today he has sent to us from New York this letter, which I have the privilege of reading:

LETTER FROM EX-PRESIDENT GEORGE TAYLOE WINSTON

"I heartily congratulate the University and the people of North Carolina on the inauguration of President Chase.

"This event assures the continued growth and power of the University as an institution devoted to the service of the state; a service performed in the training and inspiration of her gifted youth, not only to be seekers for truth, but also as guides and leaders of the people in all lines of social reform and evolution.

"May the great work of the University go on, undiminished, forever,—to the end that the Old North State may become a realization of the ideal republic, in which every child is born to unlimited opportunities of education and development, and every citizen finds happiness, freedom and wisdom for self in promoting happiness, freedom and wisdom for all.

"(Signed) GEORGE TAYLOE WINSTON."

SENATOR GEORGE H. MOSES, OF NEW HAMPSHIRE

Senator George H. Moses, of New Hampshire, a graduate of Dartmouth College, where President Chase himself spent his undergraduate days, brought to the new president the greetings of their common *alma mater*.

As the first speaker introduced by Secretary Daniels, Senator Moses set the key-note for the entire evening in his opening remarks, which delighted his hearers with their warmth and felicity. In bright and entertaining fashion, with ease and grace, he told President Chase and his audience how he had enjoyed seeing a son of Dartmouth elevated to the presidency of the University of North Carolina.

"There has, however, been one omission," he continued, "which has been a source of profound regret to me. I wondered before I came"—turning to Governor Bickett—"if perhaps the governor of North Carolina could or would say to the Senator from New Hampshire those classic words with which he once addressed the governor of the neighboring state."

Senator Moses referred to the University as having become widely known for its work. "To me it is especially dear," he said, "because I have had the privilege of associating this institution and this state with one of the most cordial and hospitable experiences in my whole life, an experience that has made me especially glad to be here, that has made me feel, not a total stranger, but one who knew this place and the spirit which abounded here.

"When as newly-appointed minister to Greece I reached Athens, I found that my predecessor was that distinguished scholar, lovable gentleman, and finest type of American diplomat, the late Eben Alexander, for many years professor in this University and for four years American minister to Greece. From him I received such kindnesses and courtesy, from him I came to know such charm and distinc-

tiveness of personality that the relations between us, delightful always, have been an added tie to this institution and this state."

Referring to a possible rivalry between Dartmouth and the University, Senator Moses said:

"I am grateful for the free American spirit of enterprise which makes such competition possible; I am grateful for the opportunities yet remaining in this country which make room for North Carolina and for New Hampshire; I am grateful for this University and for Dartmouth; and most of all I am grateful for the utmost which any and all of the sons of North Carolina and of New Hampshire, of this University and Dartmouth may have in mind to seek to accomplish. For it will be a sad day for America when any man anywhere within her borders may find himself barred from attempting to make the most of his talents and of his opportunities no matter how the one may develop nor how the other may present themselves.

"I have sometimes thought that day to be approaching. I have wondered if it were not foreshadowed in many efforts to supplant individual enterprise and initiative by the withering hand of government control, the beneficence of which has been so loudly thundered in the index only to find faint echo in the body of the work itself. But happily we may speak with more confidence now. A few years of experience have overthrown a half century of theory; and I am confident that we are entering once more upon an era wherein the free play of individual power is again to assert itself with consequent advantage to the nation.

There have just returned to us two million brave youth from overseas and with them two million others have come back to the works of peace after months of discipline in the training camps. These lads bring with them the spirit of adventure; many of them have acquired the habit of command, and all possess that reserve of power which experience in arms alone can develop. It would have been a thousand pities had they doffed the khaki only to find that their government had used their absence only to make itself their competitor and that it had shut the gates upon these wide avenues of enterprise into which their fathers streamed, a half century ago, when both the blue and the butternut went out into the undeveloped west and brought forth those magnificent commonwealths beyond the Mississippi which have become at once the admiration and despair of all the world.

"Happily, I say, no such situation now confronts us. The reactions from the war promise to restore us to our old-time conditions—tempered only by the inevitable changes which slow-moving and helpful evolution will produce. We have had recent proof of this in the public temper as shown toward the steel strike and the later and more impudent strike of the so-called outlaw railroad unions, in the prompt and contemptuous rejection of the Plumb plan, and better yet in the stern and unmistakable attitude of repression which we are establishing toward bolshevism and all its works. And in this connection, ladies and gentlemen, I am sure it is permissible to say here, most fittingly of all places, that from North Carolina came one of the two members of the United

States Senate who first saw and comprehended the meaning of the red menace to America and who first took steps to combat it.

I confess to a constant and bounding optimism for my country, and I find my optimism increased whenever I come into a community like this where eager youth throng for training in the truth which makes men free. The most striking of the reactions of the war, unique indeed in our national experiences, has been the avidity with which the boys of the land have turned back to their books, back from the listening post to the lecture room, back from the trenches to the benches—and I cannot but believe that the discipline which they bring back from the camps to the colleges will find a mighty fruition in the added benefit they will secure from their renewed studies. This, of course, only adds to the demands, the duties and the difficulties which the colleges must confront—and that they will meet them none can doubt. Liberal appropriations and generous bequests will provide the means for wise leadership such as that in whose honor we have met today; and this University and other institutions like it in spirit and in traditions will continue to hold us as a nation in the safe course of liberty under the law and to safeguard for us in all time that freedom which our fathers won and which we have seen and shall continue to see ‘broaden slowly down from precedent to precedent’."

PROFESSOR MARY VANCE YOUNG, OF MOUNT
HOLYOKE COLLEGE

As the representative of Mount Holyoke College and the personal representative of President Mary

E. Woolley, Professor Mary Vance Young brought to President Chase the congratulations and best wishes of Mount Holyoke, assuring her hearers at the same time of the pleasure she received from coming to a state where she could say boldly that she had been "raised" in the South ("A word I am not allowed to use in Massachusetts, Mr. Toastmaster; they would not understand it").

Professor Young was impressed with the age of the southern institutions represented at the inauguration and thought that chronologically Mount Holyoke was about a niece of the University. "I have been greatly interested," she continued, "to learn of the notable steps which this University has taken in what we call Americanization, and I congratulate you whole-heartedly on your work, not only in this state, which is primarily your working ground, but throughout the country. It is a subject which we have been thinking a great deal about at Mount Holyoke because it is certainly a work which can and should be done largely by women; and I hope we can learn from you how it should be done. The colleges and universities of the country must work together on this problem as on every problem. For if the educational institutions of the country do stand together they may produce that unity of spirit which is the only hope of definite progress."

**PRESIDENT HENRY LOUIS SMITH, OF WASHINGTON
AND LEE UNIVERSITY**

President Henry Louis Smith, of Washington and Lee University, identifying himself first as a native Tar Heel who always felt at home in the Tar

Heel state, brought congratulations to President Chase and greetings and best wishes from "one institution to another, both 100 per cent. American."

"I congratulate you, President Chase, on the opportunities which are now placed before you—and I sympathize with you on the demands which will certainly be made of you. The public, sir, as you have doubtless found out, makes demands on a college president that are almost impossible to fulfill. You are expected to be a scholar and an investigator with a passion for the exact truth; an executive with a sure but diplomatic touch with all departments of your institution; and, by the alumni and the public generally, you are expected to be the most eloquent, smoothest, most persuasive speaker, salesman and general boomer of your institution that was ever seen on this globe. You must be an elder brother, a jolly good fellow, a saintly leader, a stern director, and a zealous student. In the morning you must be with your trustees an astute financier able to make one dollar do the work of four; and in the evening you must be a witty, and attractive after-dinner speaker, and if you fail in either respect there will be a world of trouble for you. You must be orator, debater, man of science, court, judge, and jury, and executor all rolled into one. It is no wonder, sir, that the Carnegie Foundation has found that all college professors live forever, but all college presidents are headed irrevocably toward the lunatic asylums.

Yet, sir, I congratulate you with all my heart on the fact that you are assuming the leadership in the midst of a period when the world is rocked by a

spirit of restlessness, a seething spirit of revolt that is shaking all men and all institutions. There is a clarion call to all such institutions such as this to sit steady and to teach others to sit steady in this sea of luxury, shallow frivolity, restlessness, narrow partisanship, and indifference to the agony of the world that threaten to engulf us. I pray that you, sir, and others in position of leadership, may show us the way back to that universal spirit of sacrifice and unity of purpose that only two short years ago stirred America to her heart. If I were not an optimist, I should have to hang my head in shame at the sights we have witnessed in this country, but I hold fast to all that I have believed and I have faith in this country enough to know that the manifestations we have seen are but froth upon the surface which must and will pass. We can and we will be the nation we were two years ago. The old spirit of America, brave, generous, chivalrous, will once more know her own."

PRESIDENT EDGAR ODELL LOVETT, OF RICE INSTITUTE

From the Lone Star state came greetings and warm words of friendship from President Lovett, of Rice Institute—"from Lone Star to Tar Heel," as he himself phrased it.

"There is a definite spiritual relation between the oldest state university in the country and one of the youngest of all the institutions," he said, "and it finds its foundations in the lives of two young New Englanders who came south to give all they had to the upbuilding of their respective commonwealths."

He told the story of William Marsh Rice, a New Englander who came to Texas, gave his life to that state, made his fortune there, and, dying left it for the foundation of Rice Institute. "So your President Chase, another New Englander, young and fired with the desire to serve his adopted state, is giving his life to this institution.

"I congratulate President Chase that he comes to this position of leadership with the equipment of scholarship. I have been much interested in the extension work of this and other institutions, but in the last analysis the clearest, most insistent, most urgent need for all southern institutions from Virginia to Texas, is scholarship. The end of education still remains the discovery, discipline, and development of natural ability. It is a significant fact that in the world's contributions to scholarship the United States has always lagged behind other nations, and, further, that in the United States' contributions to scholarship the South has lagged behind the remainder of the country. Check over the list of members in learned organizations, the leaders in arts, science, scholarly work of all kinds, and it will be seen immediately that we of the South are in arrears in achievement in science and humanism. We cannot plead youth and rawness; we have age, we have vigor. But where are the philosophers, the historians, the painters, poets, artists, musicians, engineers, university-trained leaders of all kinds that should have come forth from our southern universities? It is a thought to give pause to you, sir, as you begin your career as president; it is a thought to touch all leaders of southern colleges and universities to stir them and inspire them to keener and more persistent efforts to successful leadership."

PRESIDENT EMILIE MCVEA, OF SWEET BRIAR COLLEGE

"From the youngest woman's college in the south an adopted daughter of this University brings to President Chase and an institution she loves the heartiest greetings and good will." The words came from President Emilie McVea, of Sweet Briar College, one of the two women on the list of speakers.

After speaking of the new impulses in the country's feeling toward education for women, President McVea said: "I am glad to bring an especial word of greeting to that small band of women who are studying at this institution, the beginning, I hope, of a never-ending stream which shall pour itself from all the borders of this state to this institution because I see in this small group now here the nucleus of those who shall enjoy greater opportunities for the women of the South. There is no other place in North Carolina where women can turn for graduate work, and it is a fine and encouraging sign that the doors of this University are open to those women who are burning with zeal for higher educational opportunities.

"From Sweet Briar, only 14 years old, to the University of North Carolina, 125 years old, is a long way in educational terms. Yet in our small way we, and all the women's colleges of the South, are working to lift and uphold the standards of education. No group of institutions has a higher or more insistent call; none has greater opportunities. The war has tried and proved the worth of women and women's colleges, and the opportunities of peace find us fighting desperately to do the work that we know

ought to be done and that, with our limited facilities, we are going to do.

"One danger I foresee, and this one danger we are fighting against—that we produce leaders of affairs only and not leaders of thought."

PRESIDENT ROBERT P. PELL, OF CONVERSE COLLEGE

Bringing the greeting of Converse College, President Pell, an alumnus of the University, referred to his *alma mater* as being particularly the "steward of truth and character."

"This University has a right to produce leaders of women's colleges. As a boy here and as a grown man it was my privilege to visit and know that remarkable woman, a daughter of this University, Mrs. Cornelia Phillips Spencer, and to learn through association with her the spirit of true educational love and loyalty. I felt that, following her spirit, I was following worthy lead in the education of women. Three things I recall especially as contributions of this University in my day: first, high regard for the classical studies, Greek and Latin; second, a clear conception of the true spirit of democracy; third, devotion (largely inspired by President Battle) to the spirit of service."

Referring to the new school of public welfare, President Pell said: "You have launched here a special school to meet the perils of peace, and I say to you, sir, that in the steps this institution has taken in the field of social science it has a splendid opportunity to lead the whole country. It is a broad field and we expect you to make original contributions to the science of social engineering. You are the pioneer

and other institutions of the South and of the entire country are going to look to you for guidance. I hope you will find strength to continue this work and to show all of us what can be done in public service to our communities."

DEAN JOHN HOLLADAY LATANE, OF JOHNS
HOPKINS UNIVERSITY

Dean Latane brought the congratulations and greetings of Johns Hopkins University to President Chase and the University. "As a Hopkins man I cannot but feel at home here, for on every side I see Hopkins men and I know that your faculty has always had a large number of Hopkins men in it. North Carolina is one of three states mentioned in the will of Johns Hopkins as states from which he wished the university which bears his name to draw students, and there has been always provision for scholarships for ten North Carolinians each year. These, I believe, are always filled. It has been a distinct pleasure to be here on this occasion and I wish for the new leader and the University all good fortune."

PROFESSOR JOHN SPENCER BASSETT, OF SMITH COLLEGE

In bringing to President Chase the congratulations of Smith College Professor Bassett said that in his experience in New England the most frequent utterance he heard about North Carolina was in relation to the remark which a governor of North Carolina was supposed to have made to a governor of South Carolina. "I wish that New Englanders knew more about the spirit of North Carolina, which is essentially the spirit of progress," he said.

"When educated men and women come together," continued Professor Bassett, "I believe that some words of wisdom should be said in the midst of the many joyful words of congratulations, greeting, and good will which we feel here tonight and which we have said to the new president. I am going to attempt a word of wisdom and I hope you will think about it.

"We, the American people, ought to be more tolerant of our rulers. We ought to have more kindness, more humanity, for our presidents. It is a matter of history that, with only one exception, no president of the United States has served two terms without receiving from the American people a volume of abuse, contumely, distrust, almost hatred, strong enough to knock most men off their feet. It was true of Washington, of Jefferson, of Madison (it was not true of Monroe), of Jackson, of Grant, of Cleveland, of Roosevelt.

"This is not right. We take too much out of the man whom we put at the head of our affairs, to whom we entrust the destiny of our country. Walter Page, that distinguished North Carolinian, told me that Theodore Roosevelt told him that if the people of the United States knew all that he knew about the presidency, of the difficulties attached to the office, of how misunderstood and misjudged presidents are, of how much they have to sacrifice to gain so little of all they are trying to do, no man would want the position.

"Why should men be uniformly courteous and kind in their personal relations and hard and bitter and mean in their political relations? It is a thought which

I wish to leave with this group because I believe that the American people should know more and think more about it.

"This final word, President Chase—in your new relations in North Carolina I can wish nothing higher for you than that you as a New Englander may receive from North Carolinians—and I am sure you will receive them—that kindness, sympathy, and hospitality which I as a North Carolinian have received from New Englanders."

DEAN GEORGE B. PEGRAM, OF COLUMBIA UNIVERSITY

"It is a pleasure," said Dean Pegram, "to bring to the University of North Carolina and to President Chase the greetings of Columbia College, of Barnard College, of Teachers College, of all Columbia University.

"You, sir, represent a university growing up in the midst of rural conditions, serving a largely rural population in a southern state. We are an urban university, situated in the midst of one of the largest cities of the world, serving a distinctly urban community. Our problems are different; yet each has his own problems, distinct, important, urgent; and each is devoting all of the resources available toward the solution of those problems.

"It is part of the complex life of this nation that there should be two universities facing such totally different conditions, both bound together by the common bonds of educational principles, but both called upon to translate those common educational principles into such different terms of practical service. We are alike; yet we are totally different. And I con-

gratulate you, sir, that you have been able, with such distinction, to grasp firmly the ends of all university leadership and to relate your university so closely with the daily life of the people of the commonwealth you are called upon to serve. I can wish no finer thing for you than that you should continue this work which you have thus far so nobly begun."

PRESIDENT ENOCK WALTER SIKES, OF COKER COLLEGE

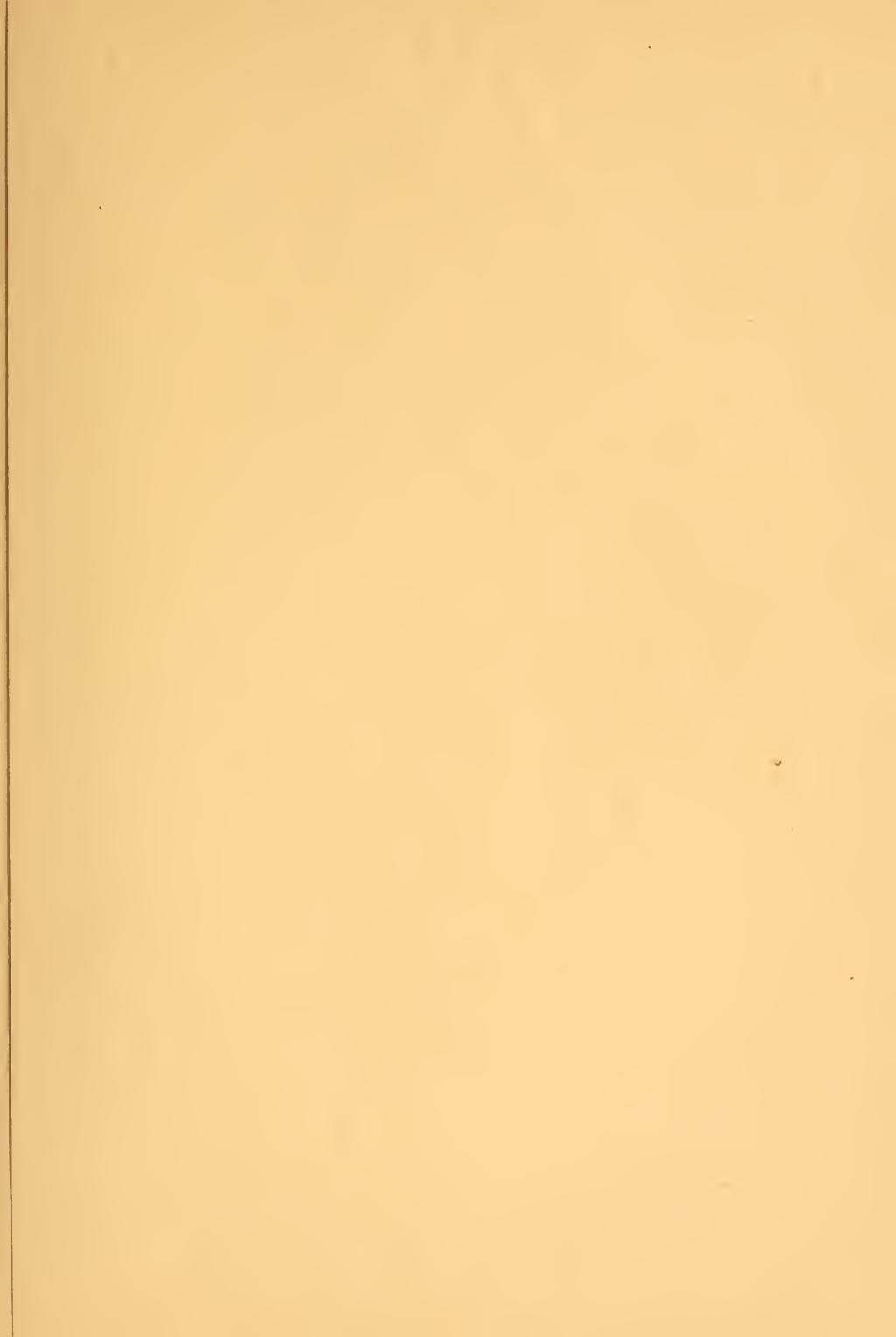
As the representative of Coker College, President Sikes, expressing his pleasure at being again in North Carolina, brought good wishes to President Chase. "My institution at one and the same time represents the spirit of the Old South and the spirit of the New South," he said. "It was founded by a man who gave all that he had to the cause of the Confederacy, even to part of his life-blood, who came back from the conflict, broken in body, broken in fortune, broken in everything except his indomitable spirit. Upon the wrecks of his own home and of his own native land, he started afresh to work out his destiny. Crippled and penniless, he worked with such zeal, intelligence, and uprightness of character that in the course of time he accumulated a fortune.

"He might have done many things with that fortune. He certainly might have waited until his own death to do anything. But he had the courage and the foresight to see around him the crying call for leadership in the education of women in the South, and he resolved to pour his fortune into that great cause. He who had studied investments all of his life, who had proved time and time again that he knew the worth of investments, who never put his

money where it did not bring back many-fold returns, now began the investment of his fortune in the education of southern womanhood. I do not need to tell this audience of the importance, of the value of that investment, nor is it necessary for me to say that surely there will be greater returns from this investment than from any other which Mr. Coker ever made in his long career of investments. There can be no greater field for service than the young women of the South, and it is a fine thing that there are leaders among our citizens who realize that fact and are willing and do pour themselves and their fortunes into such a service."

INAUGURAL RECEPTION

From 9:30 until 10:30 in the evening the guests of the University were entertained at a reception in Bynum Gymnasium.



LIBRARY OF CONGRESS



0 028 356 532 4